

# The Clearing House

*A journal for modern junior and senior high schools*

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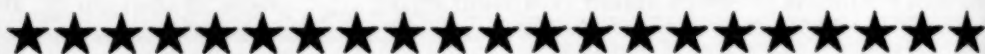
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## THE CLEARING HOUSE

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*Findings of a high school's experiment in*

# VETERAN EDUCATION

By GENE B. OPPY

**A**N EXPERIMENTAL STUDY of veteran education got underway last June at University School in Columbus, Ohio, with fourteen veterans who were in attendance throughout the summer. Those students who enrolled had been in either the North African theatre or the South Pacific for an average of three years, and almost all of them were interested in preparation for college. Three students already had sufficient credits for graduation, but wanted to improve their reading, writing, and study habits before going to the University.

Curriculum experts working under a grant from the American Education Press were in charge of the instruction. They consulted frequently with an advisory committee composed of representatives of city and county schools and the State Department of Education, educational specialists,

and the directors of the University School. The staff undertook to build a program in terms of veteran characteristics and needs, and to come out with recommendations for veteran education at the high-school level, which are presented in this article. The investigation was based on research, conferences, and classroom experiences, and confined to the areas of administration, English, social studies, sciences, mathematics, guidance, and evaluation.

### MEETING THE VETERAN'S NEEDS, INTERESTS, AND ABILITY

There is little doubt that the common expectation that most veterans will be maladjusted psychopaths may be considered a gross misappraisal, but many of them will need help in finding belief and purposes which will release emotional power in a positive direction. Schools have not established a precedent for assuming the necessity for attention to beliefs, but this greatly ignored field of adjustment has potentialities of unique significance.

If people tend to act according to their beliefs, then we should expect the conduct of the returning veterans to be most capricious. All that they had learned about beliefs in their home environment came in for sharp questioning in the armed forces. The rosy picture of life which they had picked up as adolescents in the church, the home, and the school did not square with the world that they had to live in. Conse-

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EDITOR'S NOTE: During the past summer, an experiment in helping veterans to complete their high-school education was conducted at the University School of the School of Education, Ohio State University, Columbus, Ohio. The purpose was to study suitable materials, methods of teaching, and adaptation of various courses to veterans' requirements, and to pass on the findings to other high schools. Mr. Oppy, who taught in the project, offers in this article the summarized conclusions of the teachers who took part.

quently, down came the beautiful picture and with it many cherished beliefs and ideals.

College students frequently experience the same loss of faith in religion and conventional morality because of the impact of science on the fanciful half-truths formed in childhood. But the situation of the veteran is more poignant; the lack of values which he can find in the world as he rediscovers it frequently reduces his thinking to turmoil and confusion. One direction looks as good as another.

Facing death motivates a person to think about values for living. The veterans have thought, and they have become more critical, but instead of harmony and stability they have found conflicting opinions and doubt. As one ex-marine put it—he had just returned from the South Pacific—"Ideas have been buzzing around in my head for four years, and all that I do is get more mixed up. I need help. Otherwise I'll find myself believing less and less and going along without purpose or enthusiasm."

The personal adjustment of the veteran requires that his schools give attention to moral values and beliefs. Since literature can be of great help in solving personal problems, this function can likely be best assigned to the English program. When school men obtain an opportunity to observe the honest cynicism prevalent among veterans they will realize that their personal adjustment is of paramount importance, not only to the boys individually but also in behalf of national stability. The veteran often expresses this need casually by saying that he wants to study "psychology".

The success of the veteran's training may depend on a scheduled time for supervised study. The maturity of the veteran does not often include stable study habits. An hour for each subject might be used as a minimum scheduled study time for each student, or in some courses a two-hour period might well suffice, with no outside assignments required.

Part of the readjustment of many veterans to normal civilian life depends on their establishing an aptitude for participation. Some of them actually expressed a nervous dread of reciting in class and their actions exhibited manifestations of insecurity in oral expression. In spite of the fact that the classes were extremely informal, overcoming this barrier called for definite corrective measures which were found in the devices of reading plays-in-cast and prepared forums. Class discussion was also helpful.

All veterans at the high-school level will require vocational training and vocational guidance. In many instances, especially if a terminal function is assumed, the education of veterans may be well organized around vocational interests. Few incentives to learn are stronger than the dollar-and-cent objective.

While vocational training is an important part of veteran education, the mad swing of the pendulum toward "pure" vocational education should not blind the educators, or the legislators who appropriate money, to the fact that social literacy is a part of vocational competence. Language skills and an effective understanding of social problems, especially those which tie in with the particular vocation in its wider relations, are necessary if education is to produce workers who will be more than mechanical robots. An excellent means for promoting social literacy is to supplement all vocational training with a course which integrates English and social problems. It is the simplest method and perhaps the most effective.

All veterans, including those who will be taking an academic program in preparation for college, will need vocational guidance. The Kuder Preference Test will be useful as one indication of individual possibilities; some comparisons of the results of this test with discovered academic aptitude—not the former high-school record—should certainly narrow the field of choice. Many vocational aptitude tests are available for



special fields. In some cases a study of civilian work, equivalent to certain specialties which may have been developed in the army, will prove useful. *Special Aids for Placing Military and Navy Personnel in Civilian Jobs* can be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C.

The success of the veteran program will require the everyday guidance of patient and understanding instructors. If the curriculum is centered on the needs of the veterans and not preconceived according to stilted academic notions, good teachers will find plenty to challenge their ingenuity. In addition, an expert in guidance should be on hand if possible. Psychiatric help of the most competent sort will be necessary occasionally even for a small group, and the advice of an M.D. may be needed at times.

*English.* Life in the armed forces has been effective in demonstrating the value of an education. If it is an education which deals with the real world, the veteran is for it. Under the proper conditions he will do a quantity and a quality of work that would positively amaze his old high-school teachers. Foremost among his felt needs is a desire to improve his reading and writing, and if instruction is individualized in teaching these skills, excellent progress will result. The reading should be based on maturity, ability, and interest, and writing assignments should be short until some skill has been developed. The reading level of the best students, however, is not likely to be above the difficulty of a popular novel.

If any texts are used they should be written at a tenth-grade level or less—not at tenth-grade maturity, but at tenth-grade vocabulary level—and be twice as interesting as texts ordinarily used for high-school instruction. Teachers of English should forget about period literature and masterpieces, at least until scores of a fifteenth-year grade level are obtained as measured by the Iowa Silent Reading Tests or the equivalent.

It might be appropriate to observe at this point that unsophisticated, prudish attitudes and prim classicism will prevent the veterans from making progress in English, if these attitudes are allowed to operate in the classroom. Teachers of any subject who would shudder at the word *prostitute* or consider *Black Boy* or *A Tree Grows In Brooklyn* as immoral, have no business being associated with a veterans' program.

Great flexibility in the recommended English program makes one class or section adaptable to all high-school grade level differences, and to either an academic or vocational program. All instruction is on a group basis—but is fully individualized with respect to reading, writing, and spelling.

*Science and Mathematics.* Science and mathematics were studied by individual veterans according to vocational or college preparatory need. The variety of these needs for so small a group made this teaching at University School take the form of supervised self instruction or individualized instruction. Progress of students in these areas was rapid. There is no reason to cover all of the traditional materials of a course if the aims are flexible in terms of the real needs. Mathematical competence does not necessarily depend on doing 120 propositions in geometry or working all the problems in an algebra text.

The physics necessary to help produce a scientific attitude and adequate conceptual background is also not a fixed amount. Some students require more, some require less, according to their vocational selections. It was interesting to note that there were some students who took to high-school chemistry and physics like a duck to water, and who had little trouble in obtaining excellent mastery of these subjects within eight or ten weeks. Experience or laboratory situations should precede generalizations.

*Social Studies.* Since the majority of the students classified as academic, separate classes were held in social studies, in con-

trast with the recommended plan to include in vocational education an integrated core of social literacy. Subjects of vital interest to the veterans were again employed as a basis for constructing motivation units with accompanying reading, discussion, and writing for the purpose of organizing social thinking.

Among the verified interests of the veteran group were vocations, marriage, sex, morality, propaganda, reading, Alaska, crime, strikes, prejudice, race problems, government, poverty, family, fear complexes, and appreciations. Social-studies or English units organized around these topics are almost certain to be successful.

Various texts and parts of texts were used following experiences with topics and problems for the purpose of helping to supply the overview and organize generalizations. American history, required for graduation in Ohio, began with live problems which were clarified by delving into texts to discover the relevant history. Movies and recorded drama appropriate to the units were used with worthwhile results.

Teacher discipline attitudes most frequently encountered in high schools will not do for veterans. These men are now adults and appreciate having that fact recognized. As one of them, who had given up attending his old high school, said with some disgust, "I didn't want to have to act like a baby in order to graduate." Informality and a friendly relaxed atmosphere are essential for veteran education at the high-school level. Smoking-room privilege is recommended even though it may have to be in the boiler room.

Continuous encouragement and a friendly interest in each veteran by the staff are required if the program is to be a success—indeed if the veterans are to be held in school at all. Yet if handled properly they are the sort of students who make education seem interesting and worthwhile.

*Testing and Evaluation.* When the vet-

eran enters school again his earned high-school units will be increased by credits which he has earned because of armed force experience. This credit can be determined by the use of the large manual, *A Guide to the Evaluation of Educational Experiences in the Armed Forces*. Thirteen weeks of basic training, for instance, qualifies a veteran for two high-school units. After such allowances, the veteran will need credit which might be expected to vary from none to possibly ten units.

Perhaps the only fair way to determine his academic status is to give him several entrance tests of general proficiency and then rate him in areas according to reasonable norm spans and other factors. If materials are used which permit individualized instruction, it is not necessary to determine the exact grade level because teaching will start in terms of need as discovered by the teacher. Observation of application and quality of work will be a necessary factor in evaluating the veteran's scholastic ability and achievement.

Graduation according to the "time-serving" concept of establishing credit would not be fair to the student in any area, and would be a special injustice in the fields of English and social studies. Armed force experiences contributed in no small degree to the veteran's abilities in these two fields, and yet according to the accepted means of allowing credit, there is no way for this probable increment to be added on his record. In addition, a time serving plan of evaluating credits will not permit the veteran to make progress at the high rate made possible by increased maturity.

If a student is able to *read and write* well, shows a quality of work that is worthy of a senior according to teacher judgment, and if he has a genuine interest and a sensitivity for social problems, there is little reason to assume that he is not ready to be graduated. Indeed this standard for most

schools is much higher than the one set by the Carnegie unit system. Vocational considerations, of course, may make vocational or prerequisite credit an added requirement. The criteria for the evaluation of veteran credit are best kept flexible in terms of individual needs, purposes, and abilities.

The possibility of sending many veterans directly to college as special students after an adequate "brushing up" training must not be overlooked. Many colleges will accept students who do not have a high-school diploma if reading, writing, and

other aptitude tests in the chosen field indicate a reasonable chance for college success.

*Publicity.* Veteran schools established for cities or geographical areas will need to arrange for a large amount of publicity through veterans' administrations, the newspapers, and possibly the movies and the radio. The encouragement of veterans to go to school should be no half-way measure. Furthermore, if these schools are to serve their purpose there must be not a day's delay in setting them in operation.



## Cleveland High School's Reforestation Project

It is traditional at Cleveland High School, Seattle (Wash.), for the graduating seniors to leave some kind of gift for the school. The last three classes have found that many items suitable for gifts are either no longer available or very high priced, and so they wisely purchased war bonds for the school. One class specifically mentioned that the proceeds from its bond were to be used for a war memorial.

Last spring the Student Coordinating Council was discussing these gifts when the suggestion was made that a school-owned reforestation and recreation area might be not only a very interesting and worthwhile school project, but an excellent war memorial as well. We immediately began investigating county tax title property and finally narrowed our choice to a quarter section of land about mid-way between Issaquah and Fall City. In the meantime the junior high school had asked to be included in the project and contributed \$100 from their funds, and another \$80 was raised by a paper drive. The Student Coordinating Council agreed to take over the senior-class gift bonds for their present cash value.

County Commissioner Russell Fluent set a very nominal bid for the property and arranged that we might announce the purchase of our project at the land sale and urge no competitive bids. This plan operated perfectly and we secured our 160 acres well within the funds we had available. Because the Student Coordinating Council is an unincorporated organization the purchase was made in the name of the principal and then deeded to the School District as a gift.

The property is cut-over and burned-over land, mostly covered with a light growth of alder and with a few fir, hemlock, cedar and spruce already naturally seeded. A small but all-year stream, cut-

ting a sizeable ravine, flows directly across the quarter-section, and the land, rolling in character, slopes with the stream toward the Snoqualmie River to the northeast. Several springs feed the stream and offer excellent sources of drinking water.

Forestry clubs have been organized among the boys and girls in the junior and senior high school, and six or seven work trips have been made. Boundaries have been located and cleared, several trails opened, and a parking area prepared. We have also had some samples of our drinking water tested.

The pupils have already been given some excellent experience in meeting officials, appraising and buying land, and in other details in planning and beginning the project. Our shop department has planned and is ready to begin construction on tool sheds, toilets, and a multitude of signs. Eventually we hope to move or reconstruct a discarded government warehouse on the project as a very modest lodge. A memorial entrance and roadway is also planned, with a bronze plaque and possibly special trees planted for the boys in the service. We also plan an identification tract containing all western trees of commercial value.

Reforestation activities will include cutting alder, selling it for fire wood or furniture construction where possible, growing seedlings in our school nursery and securing seedlings from state nurseries, planting, thinning by cutting Christmas trees, and patrolling. We had 7,000 seedlings ready to set out in the spring. Our girls seem to be almost as interested as the boys and are planning outdoor fireplaces, benches, and other details to add to the attractiveness of the area.—KENNETH E. SELBY in *Washington Education Journal*.



# HOSTELING *brings out the* *best in* YOUNG PEOPLE

By  
FRANCES T. DOWNING

WHEN BROTHER AND UNCLE RETURN from their around-the-world war experiences, Bob and Alice are going to be more map-minded than ever before. Schools will capitalize on this heightened interest in maps and travel. "He's been there" makes geography, history, commerce, and international relations far more significant to every student.

Our problem here is how school can translate that natural interest in travel into general educational achievement. How? By travel. But except for children of moneyed parents, this is too expensive a plan, unless a self-service method is used. Self-service travel? Yes—American Youth Hosteling. By a hostel trip, whether week-end or short or long vacation, or even (in a more flexible school system) a school week or two, *every* young person can reap the benefit of first-hand travel experience.

Let me recount my own acquaintance with Youth Hosteling, to show what its function in my classroom and in my school has been. For my pupils it has often been the link between classroom work and life outside, providing extra motivation for their school work and culminating in worthy activity outside school walls.

Exactly ten years ago the first chain of

American hostels came into being because Monroe and Isabel Smith dared to dream. They had led a group of fun-loving, out-of-door minded young people on a European hosteling trip, and envisioned hundreds of such individuals and groups wishing to acquaint themselves with America in the same way.

Response to their vision was immediate: warm-hearted New England farmers agreed to open hostels; in June the *New York Times* wrote up the idea in a Sunday travel section, and no cycling or hiking enthusiast who read that page has ever recovered from its infection. I shared the page with some of my English pupils, and within a month four of us were on the hostel trail.

I happen to be one of those teachers who feel that knowing pupils outside of the classroom is one of the greatest joys of teaching and a very real means of attaining more effective in-class teaching. To me, this pioneer trip was thus a deep satisfaction.

And how did the girls react to it? One direct upshot was that Dorothy, the most brilliant pupil I ever had, changed her plans for the following year and went on to college. A second member of the group, Josephine, very sensitive to beauty and culture but never afforded much access to it, returned to her senior year of high school that fall with a maturity and new breadth of vision which enabled her to profit more fully from the year. The eight days away from home responding to new stimuli proved to be just what her sensitive spirit needed to bring it into flower. The third girl in the group, I learned the first day out,

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EDITOR'S NOTE: Miss Downing is a member of the National Education Committee of the American Youth Hostels, and teaches at North High School, Syracuse, N.Y. In this article she tells how hostel trips have affected many pupils in her classes.



lacked both initiative and adaptability. Alice began to learn, that very first day, her need to think for herself and to work deliberately to get along with people.

I should like to delve further into these case records, but I know that you expect me to return to the classroom. Very well. Here we are in Alice and Josephine's senior English class, looking for variety of subject material and method in our oral program for next week. Alice suggests a panel discussion on hosteling, her enthusiasm winning several classmates to participate with her and to work out details as soon as the class dissolves into committees, each in an assigned section of the room. Meanwhile Josephine's suggestion is a hosteling play, but that is tabled as involving more work than can be completed in time.

Alice's panel, however, is one of the memorable events of the year. In the first place, the speakers have been so vitally interested in their material that both their preparation and their presentation have been outstanding. And of equal importance, every listener has been concerned not to miss a single word.

The "Ite", the school newspaper, runs several articles on hosteling. But it is not only English and newswriting classes that cover hosteling. A social-science guest speaker—a teacher from Australia—tells lengthily of hostels at home and in England. Next day I am given a poem inspired by this "Hostile" history speaker, and I "hold everything" for a special five-minute spelling session.

The art teacher asks for material for a hosteling poster. Bless her heart—she's a real teacher, not holding to a predetermined course of plates that must be done but capitalizing on the individual interests of her own pupils. And therefore what splendid work they produce! (Or should I say *she* produces?)

Yes, there are week-end trips. The first excursion breaks the no-auto rule. Pardon—

reality reminds me the date is 1938 and I must change tenses. So *broke* the no-auto rule, because the nearest hostel—Brooktondale—was sixty miles away. Twenty young people from Ithaca High, with one teacher, joined sixteen from our school, and three teachers, for a hike and wienie-roast. Heavy fog kept us from finding the Indian Mounds which were the special educational goal of our trip, but many were the unexpected compensations.

Joan, who had first said she wouldn't go unless her special pal, Harriet, went, finally relented though she just knew she wouldn't have a good time. But what was my delight to see Joan unbend and really break the ice with two Ithacans and realize that the whole world didn't revolve around Harriet. And Betty, so used to artificial entertainment that she could not believe a group like that could make its own amusement, *would* bring her radio from home. By the second day she had nearly forgotten her indispensable radio, having learned a great deal about human ability to do without accustomed accoutrements.

Square dancing in the big barn was a new experience to most of these young people. Other firsts of the day had been bluebirds, and a deer crossing the country road not twenty-five feet from us. The evening closed with hosteling movies shown by the field director, who happened to be traveling through this section inspecting and looking for new locations.

Back at school an assembly was soon arranged by student request, showing these movies—the cross-country rolling-hostel trip, with glimpses of Canada, the Grand Canyon, and Mexico. Echoes of this assembly reverberated the rest of the school year, as new horizons became more significant to the boys and girls and such distant travel seemed no longer an impossibility to them.

The next year the Levanna and Auburn hostels opened, and groups from school contributed "working-holidays" for their im-

provement. Boys in the school shop fashioned a unique hinged duplex: up against the wall it was a bulletin-board, while down on its hinges and supported by two inserted legs it was a table. With the help of the house-father, the boys built a wooden bridge over a deep gully. On another trip they made benches and washed windows and measured for the gay curtains the girls would make—if teacher permitted—in sewing class. Teacher did.

Another intrusion into school classes at this time was the planning, by a third-year English class, of a hosteling exhibit at the down-town public library, where a first-floor room was theirs for a week. The textbook chapters on conversation, discussion, parliamentary procedure, and working in committees never had been so fruitful as now, tied to this real project. Links with the art room increased, as many varieties of posters were created, and India ink silhouettes on fungi, and an art folio of hostel souvenirs and clippings.

Ordinary precis work, with its emphasis on clear thinking and exact word choice, couldn't hold a candle to the careful preparation of the wording for this material, when the judge would be the public, not just a class and a teacher.

The publicity committee for the project was composed of those class members who glory in public contacts, as usual the very ones who don't need practice. They listed stores, branch libraries, and similar places that might like posters announcing the exhibit. At this point I suggested enlarging the committee to leave the original members free to proceed with newspaper and radio publicity. So it worked out that timid boys and girls who needed to learn that they could successfully approach a stranger finally made the out-of-school contacts and lived to report back that it wasn't so hard after all.

The committee in charge of listing people to "man" the exhibit for a week

were ready to ask to be excused from school so that they could do it themselves. They finally agreed, however, to ask mothers and adult friends of hosteling to be in charge during school hours, and to enlist members of other English classes to assist during afternoons and evenings. Two-hour shifts were arranged, with four ushers and four attendants to be on hand during the busier periods.

The most direct educational benefit I recall, of the many benefits of the whole project, was the case of a very weak boy, the lowest ranking in the class and, I felt from the middle of the term, doomed to failing his English. Because Tom was so timid, I was surprised but happy that he volunteered his services for the exhibit. He was listed as an usher, for we couldn't imagine his escorting visitors through the exhibit and answering their questions. When the time came, however, I noticed that he combined the two jobs. And, judging from his manner and the expressions on the faces of his successive patrons, I gathered he was succeeding very well.

It would have been impossible to mark each pupil on this part of the project, but I determined to size up this one case, at least. The more I watched the lad, the more surprised I was at his transformation from a colorless nobody when inspired by a subject he was truly interested in. How at fault we teachers are ever to predetermine failure for a pupil! Yes, Tom passed his English.

For several years now, through the co-operation of one of the Syracuse newspapers with the head of the English department of the city schools, our high-school seniors have had an opportunity to express their views on subjects of their own choosing, the best being published daily as editorials, on the editorial page. The several discussions of youth hosteling have been better than average because the writers were completely sold on their subject.

Another inter-school project, though it has not had the city-wide publicity of the editorials, has been an exchange of assembly programs on hosteling. A play written as an English assignment by one of my pupils, who had not even gone hosteling but only read about it, was presented in several other schools; and experienced hostelers from other schools brought tales of their own trips for one of our club programs.

I could go on to numerous other cases of effective out-of-school achievement resulting from school-sponsored hosteling. For instance, I asked Elaine to speak in my place before an out-of-town library club, and that appointment led her to heading hosteling discussions for several young people's groups. But I must further illustrate the in-school uses of hosteling.

A long Island social-science teacher has taught Pennsylvania geography and people by cycling the hostel trail through the Pennsylvania Dutch countryside. A university geology professor has fostered hosteling among his students as a means of learning the subject through more channels than books and museum specimens. A forestry professor has envisioned hosteling as a working group-method to promote community forests.

A high-school home-economics department has undertaken the complete planning and furnishing of a new hostel. A high-school art department furnished the posters for a New York State Fair hosteling exhibit, and the science department created the three-way lighting system for a large wall-map for the same exhibit. Physical-education departments are furnishing hostel leaders and aiding the organization of trips. More and more social-science and English teachers are using the possibilities of hosteling to vitalize their work.

But enough of tangible methods. In the end, the biggest function of all education is

character training and citizenship building. Again and again my pupils have paid tribute to hosteling for what it did to them in unfolding the meaning of life, in making them aware of their own latent possibilities, in bringing them to an appreciation of their fellow human-beings, particularly people of other cultural levels and other nationalities and religions and viewpoints than their own.

As one of my early hostelers sees it after seven years, "Hosteling educates one in leadership, fellowship, tact and diplomacy. It helped me most in giving me something to talk about. I had always been reticent in conversation, but hosteling got me over my shyness because I now had knowledge at my fingertips—I'd actually been there, and I *knew* from my own experience. And, though I can't explain it, hosteling brought me nearer God."

And to quote one of my girls on a New England trip eight years ago, "Hosteling educates for cooperation in living, whether one travels alone or in a group, for the hosteler continually becomes a part of a group of hostelers. The traveler who refuses to accept his share of responsibility soon becomes aware of tacit censure. He discovers that when he joins the group in spirit, hosteling is much more fun.

"In the same measure that hosteling calls for cooperation, so does it encourage that American trait of rugged individualism, for the hosteler acquires understanding and vision when he realizes the fascinating pattern formed by individual differences. These differences appear in many delightful forms, perhaps in the recreation hall, or in front of the fireplace after a soul-satisfying meal."

So, though a youngster's first reaction to hosteling may be, "It's fun!", second thought reveals a veritable mine of educational value in this thoroughly practical form of travel.



# FIELD WORKSHOP:

## 10 good outcomes at Earlville School

By

GEORGE W. ANGELL

A FIELD WORKSHOP is nothing more nor less than those activities which result when a university professor or other authority is hired to visit the school regularly and help the teachers attack problems which the teachers themselves choose. The fact that the teachers select the study topics is the essential difference between a workshop and the ordinary extension course. Another difference is that the professor is working on actual school problems that are present and vital in the teachers' daily work, rather than problems assigned by the instructor. The Earlville Central School faculty has completed its second year of this type of workshop.

In the fall of 1943, the faculty sent its principal to Syracuse University to discover how much it would cost to finance such a workshop, to study evaluation procedures in the Earlville School. The University was more than liberal in its terms, so the workshopers had little difficulty getting under way. Those participants who expected to receive three hours of credit paid regular University fees. The others paid a flat fee of \$10 each. The board of education financed the balance of the cost.

In the fall of 1944 the faculty again decided to "workshop", this time on the

problem of school morale, including such items as delinquency and discipline.

The first meeting was devoted to planning the program. The teachers (including the principal) met with Dr. Ralph Strebel of Syracuse University for refreshments in the school cafeteria, immediately after school. The tables were arranged in a rectangle, so the meeting took on the appearance of a round-table discussion group. Since the general subject of school morale had been previously determined by the faculty, the various teachers began to discuss specific problems of student behavior which had led to the choice of this topic.

The professor listened (yes, that's possible today) until he was ready to suggest a sub-topic for the workshop agenda. The proposed content of this sub-topic was considerably changed and clarified by the teachers before they accepted it as worthy of a place on the program. At the end of the first meeting Dr. Strebel went back to the University with specific material to be organized in a logical sequence for study purposes.

In a few days the University sent a mimeographed outline of the course to the Earlville teachers for approval. It was understood that this outline was not to be rigid, since a good workshop has the flexibility to follow any interest which becomes dominant among the participants at any given time. The outline furnished an opportunity to plan a calendar of dates and reading assignments as well as some definite objectives to be reached. So much for the organization.

What have these workshops accom-

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EDITOR'S NOTE: *For the past two school years, the Earlville, N.Y., Central School has had a workshop, conducted in the plant by a university professor. Mr. Angell, principal of the school, explains how the workshop was organized, and discusses the results of the program.*



plished? This question of course will be answered in as many different ways as there are workshopers. Since the writer can only answer for himself, the following statements represent the principal's viewpoint entirely:

1. The workshop has served as a spring board for the development of more democratic administrative procedures. Such procedures incur a great deal of responsibility as well as privileges on the part of teachers and students.

2. It has aided the teachers and principal to see eye to eye on many discipline and administrative problems.

3. It has stimulated certain teachers to work on excellent individual projects such as case studies, remedial activities, testing techniques, etc.

4. It has helped build good rapport among teachers at the various grade levels.

5. Much professional reading on the part of teachers and parents has been fostered.

6. Several teachers have been stimulated and aided in their work for advanced university degrees by winning three credit hours for each workshop. This is especially important as long as good summer jobs are available.

7. Child-centered teaching has been fos-

tered and has become evident at many grade levels.

8. Students have been offered a chance to participate in discussions of vital school topics led by an "outside authority".

9. The interest on the part of many parents in the project resulted in a parent workshop which met in the evening and listened to various speakers, who stayed over the dinner hour after working with the teachers. This group carried on an educational planning program which followed to some extent the outline suggested by the New York State Education Department.

10. One of the most important results of this workshop is that it aided the principal in selecting, retaining, and hiring desirable teachers. This is the principal's most important function, and the fact that a school is showing professional advancement is an excellent selling point in acquiring new staff members.

Anyone in an educational position knows that no professional project is completely successful. A workshop has its disadvantages, but by selecting the right pace and problems for the project, adverse factors can be held at a minimum and may be almost disregarded.



### *Frequent Pupil Art Exhibits*

Art exhibits in the public school should have a very definite place in the school's program. Exhibits need not be large, but should be frequent. Work from every child should be exhibited as many times as possible throughout the year.

Some work should be on display in classrooms at all times if possible. Where there are no mounting boards, insulating board or any kind of building board that will hold a thumb tack or pin can be tacked on a vacant wall space or above the blackboards.

It is well to have exhibits in the halls frequently. Again if there are no bulletin boards in the halls, a large piece of some kind of building board may be tacked on the wall or hung from picture molding.—JENNIE E. CRAIG, in *Wyoming Education News*.

### *Library Poverty*

And what have we done meantime for our local libraries? Well, the country over, we have spent 42¢ per capita on them. Mississippi spends 4¢ annually and Massachusetts the munificent sum of \$1.02. Colorado, "where they dug the gold," receives pleas for books from children who live eighty miles from a library. Grand old Nebraska, with her traditions of fertility, wealth, and progress, gives no state aid to county libraries and has library service in only three counties out of ninety-three. And Oklahoma—well, two of our seventy-seven counties have library service and 55 per cent of our population are denied the free use of the keys to intelligence.—KENNETH C. KAUFMAN in *Oklahoma City Oklahoman*, as reprinted in *America Library Association Bulletin*.

## *Educational Directive:*

# G. I. BILL of RIGHTS

## Part II—Organizing a high-school program

By ELAINE COOPER

THE UNITED STATES Office of Education has done a bit of figuring and predicts that while in a community of a million people about 5,000 veterans will want some training or education in any one year, on the average the community of 30,000 may expect only 135 to ask for training in any one year. Since thousands of communities are much smaller than 30,000 it is evident that veterans' high schools are not the answer for all states or communities. The federal plan is for "area" schools to serve certain geographical areas—a sort of consolidated veterans' high school or institute.

This plan is not new in concept. The American Vocational Association has studied the problem for some time, approaching it from the viewpoint of the need for rural youth to have the vocational training opportunities which city children have enjoyed for years. A bill has been presented to Congress (H.R. 5079, S. 1946)

which embodies along with various other educational items a request for \$24,000,000 of federal funds to develop area vocational schools. It is true that some veterans' educational needs could be served by such schools.

Dr. Fred J. Kelly, Chief of the Higher Education Division in the United States Office of Education, and Brig. Gen. Frank T. Hines, former Administrator of Veterans Affairs, have spoken on the air in favor of area schools. But what these gentlemen did not discuss was the possibility that the returned veteran might as little appreciate "going away" to an area school as he would enjoy returning to his old high school.

If letters from the men in service are any criteria, the one thing the average returning veteran is not going to want is to go away again. He is yearning now for his home town, the familiar corner drug store, the church he may not have attended so regularly, the school he once thought he disliked. As the returned veteran weighs the advantages and disadvantages of continuing his schooling and/or taking a job it seems probable that he would count "going away" to an area school a disadvantage—one even strong enough, perhaps, to deter him from further education.

No, the veterans' education is the local community's responsibility. Mr. Carl Gray, author of the "Gray Plan" mentioned in Part I, speaking at a public forum in Bridgeport, Conn., on November 27, 1944, referred again and again to the "local educational facilities" and the "local school

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EDITOR'S NOTE: *This is the concluding installment of a two-part feature which began in the October issue. The author has made an extensive study of Congressional acts concerning the educational rights of veterans, and of the responsibilities of the schools in serving them. The first installment interpreted the provisions of the G. I. Bill of Rights. In Part II Miss Cooper deals with recommended practices for serving veterans in the high school. The author is head of the commercial department of Bas-sick High School, Bridgeport, Conn.*

teacher" as having the greatest value in helping the returning "home town boy" readjust.

There can be no standard mold for the mechanics of the veterans' education—no G. I. pattern that can be followed. The school administrator must tailor his cloth to his customer! The local blueprints when made should be as varied as the 17,000 American communities to which the veterans will return.

The worksheet for the planners can be secured from the Selective Service Board. There are data to be analyzed. Someone—the superintendent of schools is the logical person—can find out the age and educational status of the servicemen enlisted from the community, what jobs or careers those servicemen were following before they went to war, how many went directly from school without work experience, etc. Paralleling these data about the serviceman should be data about the community and its needs—an occupational survey, the number of service trades necessary, employment probabilities, public-works plans.

The foregoing are factors that can be determined and from them at least some of the probable needs in education and training for the returning veteran can be suggested. A more realistic analysis could be made by asking the servicemen themselves what they would want in the way of courses if they decided to continue with their education. It would not be a gigantic task now that the war is finished—and what could be more heartening to the morale of a boy in some distant country than a letter from his high-school principal indicating an interest in his future?

Given the probable number to be served (the average figure of 135 to a community of 30,000, adjusted by analysis of data from the local Selective Service Board), and given the courses, or at least some of them that the survey of servicemen's interests and community needs seems to indicate, it is

from this point on an "administration" problem not unlike the making of the schedule that has been and will be the schoolman's job each year for years unending.

A knowledge of what other communities are doing is essentially worthwhile and school administrators should be conversant with plans that are being evolved. Of timely value is the organization of the Postwar Information Exchange, Inc., with offices at 8 West 40 St., New York City 18. Their monthly publication (*Postwar Information Bulletin*) of digests of plans, and sources for further information about those plans, is a boon to busy administrators who would not have the facilities for tracking down such voluminous information otherwise.

The local blueprint for the mechanics of veterans' education will need to be drawn with a thought as to how it will fit in with the rest of the educational program of the community. It may need to be very simple. Better simple and accomplished than an elaborate program that never progresses beyond the paper planning stage!

*Pertinent Considerations—The Teaching Personnel.* Among the multiplicity of factors that need attention one that should have primary consideration is that of the teaching personnel. In these days of acute teacher shortage the very numerical equation may require study, but of infinitely more import than quantity is the quality of the teachers to whom the nation can entrust this job of veteran education. Forget not that the schools' ability to meet this problem may decide the future of the American educational system. If the local school system and its personnel fail to do this job and do it well, it is not impossible, nor even improbable, that the federal government will do the job itself.

From the students' viewpoint the instructor is a phase of the curriculum—his person is vitally identified with the subject matter



that he presents. Probably the blood pressure of more than one high school teacher rose when he read *The Saturday Evening Post* article, "An Ex-Marine Looks at High School", particularly the part that said: "Some of the teachers I once thought were intellectual mountains now seem like frightened persons without imaginations or souls. I tried my best to admire them, and ended up pitying them instead."<sup>1</sup>

"Cocky youngster," you may retort. But it was a high-ranking officer in the War Department who said: "You must get men to run your veteran's school who have been in combat. You simply can't put certain boys—say those with fifty or a hundred bombing missions under their belt—with certain types of professors, and expect them to stay in school or to get much out of it if they do."

Such a general condemnation of the teaching profession is, of course, unfair, but it has enough truth in it to warrant the attention of the administrators planning for the veterans' education. They should begin now to survey their resources and screen their teaching personnel for those most capable of handling the job. They should search out business and professional men who could give part-time teaching service and they should provide a special training course for all who are to be connected with the re-education of the veteran. For what is needed it is not merely a command of subject matter, is not essentially a facility of technical skills (though certainly these are basic requirements), but is a depth and breadth of understanding—an alertness to the peculiar problems of our times.

Recruitment of teachers for veterans' classes should not be on a willy-nilly basis, open to those who see an opportunity to make extra money or to those who are led away by their enthusiasm to "help the

boys". The latter group are a serious matter for the administrators of the veterans' educational program. Well meaning but dubiously qualified "volunteers" will need to be thoroughly interrogated, and their names should be filed for future reference. Some may have to be used, and certainly all should be made to feel that their offer is appreciated.

The danger lies in the easy solution of the problem which these "bandwagon" teachers afford to those setting up the program. It entails a great deal more trouble to arrange for the release of a competently trained teacher from his regular duties and win his approval to a transfer to what may mean an odd-hour job with increased labor, than it would to staff a veterans' school or night-school classes with patriotic volunteers. Just as veterans' education should not be a thing apart from public education, veterans' teachers should not be a group apart from the regular teaching body.

By reliable estimates the teachers in the Armed Forces numbered at least 100,000, of which about 80,000 are men. Those responsible for recruiting teachers for veterans' classes should not overlook this reservoir of talent. These men should be reached where possible, and their future plans catalogued. Those who indicate the intention of continuing in the teaching profession should be put on a priority list for veterans' classes. Servicemen who were teachers would probably welcome the opportunity to serve their fellow veterans IF they were convinced that they were to be a part of the regular school system and not just a side issue.

At this point a plea should be made to all teachers to embark upon a program of self-education in factual matters concerning the veteran and the problems he must face. Even though ninety-nine out of a hundred will not be specifically called upon formally to teach a returned veteran, all are going to come in contact with him.

<sup>1</sup> "An Ex-Marine Looks at High School," by Kenneth H. Merrill. *Saturday Evening Post*, December 9, 1944.



One of the first stopping places of the serviceman home on furlough or the veteran who has been discharged is the high school. They come back to renew memories, but above all to show their former teachers that they are now adults. It is natural for a former student to ask his teacher what he or she thinks about continued education. Unless expressly trained the teacher should not counsel, but he should be conversant with all the agencies, opportunities, and procedures necessary for the veteran to follow in getting the necessary counselling.

*A Veterans' Curriculum.* The survey method is the only logical approach to the formation of a curriculum for veterans. It is understandable that the serviceman is thinking first in terms of that education which will prepare him for earning a living or that further training which is necessary to refresh his pre-war skill. Consequently a survey of 100 servicemen is likely to result in a request for about half as many different vocational subjects.

Obviously the average public-school system alone cannot attempt such a varied curriculum. All the educational agencies in the community should be utilized—private non-profit schools, proprietary commercial and trade schools, banking institutes, library extensions, and apprentice systems. A school administrator, however, must be the one to screen these courses and determine what agencies can best furnish the necessary training.

One superintendent recently reported an imposing list of 48 short-term terminal courses that were being set up in his city. They ranged from Airplane Mechanic to Welder, with intermediate classifications as imposing as Junior Geologist and Radio Announcer. Unfortunately the report did not say who was to teach the subjects, nor what agencies were to supervise the training. The formation of a curriculum must go further than an outline of vocational

opportunities. It must get down to course content and syllabi. The Junior Geologist may need a course in physical geography; the Radio Announcer will undoubtedly need oral English, both traditional high-school subjects.

The second consideration in building a curriculum for the veteran should be for educational offerings that are not requested by the servicemen, those liberal arts courses that do not show up on a survey. Dr. Gordan Watkins, dean of the College of Letters and Science of the University of California at Los Angeles, addressing a meeting of the Western College Association at Stanford University, said:

Nothing could be more fatal to the security and peace of our people than excessive emphasis upon technical and professional education to the exclusion of the liberal and humanistic arts. We have a major responsibility to help the returning veteran in every reasonable way possible, but we shall do him great disservice if we encourage him to harbor the illusion that a liberal education is non-essential and impractical. If our schools are to equip the returning veterans not only for occupational and professional responsibilities, but also to live interesting, satisfying, and complete lives, these young men and women must be made familiar with the priceless heritage of the liberal arts.

The returning veteran actively interested in securing a vocational education can be interested in general educational courses if such courses are prepared and ready for his attendance. Every veteran is a citizen with rights which it is believed he will take more seriously since he has just been fighting to preserve them. His interest in his government and its politics could be vitalized and enriched by offering him a practical course in civics, history, and economics. This could not be the half-year civics course as traditionally taught in the ninth grade, or the economics course that is all too often poorly taught in the twelfth. New courses will have to be outlined that cut through and combine the content of several traditional subjects.

For a varying period of time prior to his discharge the veteran has had but one thing to do—obey orders. He has had no responsibility for providing his food or shelter; his finances have been largely handled for him by governmental regulation; he has not been required to decide between grade A materials and grade B, nor to figure the advantages or disadvantages of instalment buying. Demobilization is going to confront the veteran with all the complexities of civilian living which, while petty in comparison to the rigors of war, will be, nevertheless, real problems to him.

There will be the problem of home relationships, health, human consumption, personal economics, problems which in pre-war days were treated rather speculatively in courses in "Social Problems" and "Consumer Education" and offered to adolescents who had not as yet felt the need for them. The veterans will have questions with a real urgency behind them, a demand for answers different from the kind one gets by enclosing ten cents in a self-addressed and stamped envelope. The development of these courses on an adult level, taught by earnest, competent teachers, is almost a must for every community's veteran curriculum.

*Textbooks.* One of the hindrances to the re-direction and organization of secondary education has been the dominance of textbook course arrangement. Subjects have been based on textbooks written by specialists, with the contents centered around the logical or chronological arrangement of factual material. Therefore teaching has too often been for the coverage of that body of knowledge rather than for directing instruction purposely toward the objectives of the course.

If the objective of a returning veteran is to acquire a practical knowledge of mathematics essential to him in continuing with his chosen vocation of airplane con-

struction he does not want a textbook in algebra, another in geometry, and a third in "trig". Certainly he does not want three courses each developed around the contents of its own book. All three phases of his math. not only need to be under one cover, but need also to be streamlined and ultra practical. Every word in his text, which he must read rapidly and digest quickly because his time is short, must be related directly to his goal.

Leaders in the Armed Forces Morale Division early recognized the need for terse, trenchant instructions printed with interest-catching illustrations. Civilian educators have been aghast at the "primer quality" of information distributed to service men. One can hardly imagine more divergent presentations than the Army's cartoons on the malaria-bearing mosquito, "Miss Anopheles", and the same information as it appears pedantically written in a science textbook. Somewhere between these two extremes lie the proper language and arrangement of future textbook material.

The publishers of school books are now planning their postwar offerings; educators need not be content to let them prepare the texts unaided. Outlines of courses prepared by the teachers who are to activate the veterans' curriculum can be the basis for the textbooks to be used. Small communities should not overlook the possibility of locally preparing, printing, or mimeographing manuals that could more effectively discuss local problems than could any published text.

*Teaching Methods.* Individual differences are an educational cliché, but they will be a colossal factor in the veterans training program. The returning soldier will vary more widely in every psychological dimension than do "normal" students. If teachers attempt to fit them all into a Procrustean bed, they will damage the futures of many young men; it seems

almost a truism to say that the instruction should be given largely on an individual basis. It will be practically impossible to arrange groups that are homogeneous insofar as ability to take training is concerned. To give every man a reasonable opportunity may require drastic modification of standards. It will be necessary for many teachers to change their ideas of what constitutes education.

There is much talk about the G. I. way of teaching, as though it were some secret formula for the impregnation of knowledge. A popular theme for teachers' institutes and banquet topics has been "Can We Teach the G. I. Way?" The answer is yes, and one of the best responses to the question has been made by Louis V. Leslie, executive secretary to John R. Gregg of the Gregg Publishing Company. Mr. Leslie was for a time an instructor at the Navy's Yeoman and Storekeeper School at Bloomington, Indiana. According to him there is no G. I. way. Instruction in the Army and Navy classes has merely been teaching based and practiced on the fundamental principles of education.

"But," said Mr. Leslie, "the Army and Navy have done a better job of applying those principles. The best teachers were drafted, superior teaching aids were made available, incentive was extremely strong, and the Navy knew what it was training for. There is no G. I. way," he concluded, "only Good Instruction."

Teachers should be audible, and volubly so, in their demands for those audio-visual aids which military training has shown to be so valuable. At the moment a grateful public believes that "nothing is too good" for the returning veterans. Equipment and materials need not be chromium plated, but certainly educators should capitalize on the present enthusiasm to obtain for their teaching, aids for which there are established criteria of usefulness.

Demonstration is certainly not a new

factor in teaching, but unquestionably it has too often been superseded by lecturing. ASTP classes have had a motto that applied to both pupil and teacher: "Learn by Doing, Teach by Demonstrating."

*Counseling and Accrediting.* From a letter written by a young man after his baptism of fire on the Anzio beachhead comes this statement: "God knows that I will need advice and education when I get home. I used to be a salesman before the war, now I'm pretty good at figures. Perhaps I ought to take up accounting. . . . The Army does something to a fellow."

Bewilderment as to what to do, when and where to do it, is going to engulf fifty per cent of the returning veterans. To help them will tax the ingenuity and skill of the trained counselor, for civilian classification will not be the simple matter of assigning a man to his level. He must concur in the judgment made! Each ex-serviceman may receive counseling help from his Selective Service Board (to which, incidentally, he must report within five days after his discharge) or from the Veterans Administration, which has regional offices throughout the country. He may utilize the services of the United States Employment Service, which has a special veterans' representative attached to each of its offices. But these agencies may smack too much of the laboratory, too much of a mill through which all are being run. The veteran will want the advice of a friend, even if that friend eventually persuades him to go to the aforementioned agencies.

Veterans who have even a hazy notion that they might like to continue their education are going to turn to the last educational leader whom they knew before entering the service. In many instances the high-school principal will be their port of call. Few principals may qualify as expert counselors, but they can serve as liaison officers between the counseling services which are



established and the veteran who looks upon them as "agencies" to whom he is a guinea pig.

In small rural communities where these counseling agencies may be several miles away, perhaps at the county seat, the school administrator will be called upon more and more. The minimum assistance he needs to be able to give is complete information about job possibilities in the local area and training facilities that the community affords.

In the case of veterans who are not high-school graduates, the principal has a definite task to perform. It is his duty to evaluate courses taken in the service and to credit the veteran with his proper standing.

There are those who advocate that the school should "lean over backwards" in its granting of diplomas in recognition of the serviceman's experience. Chief of their arguments is that the diploma will constitute in itself an incentive for continued education. There are others who feel that in making the changes necessary to accommodate veterans, schools have the serious responsibility of making their regulations more flexible without allowing the pressure of the times to ride roughshod over the heritage which centuries of scholarship have built up.

A high-school principal must not, however, permit the problem of accreditation to eclipse the problem of the serviceman's competency for a job and for his adequate preparation for a socially useful life. One cannot eat a diploma nor does it make enjoyable leisure-hour reading. The educator must first and last be interested in education per se, and his job as counselor pro tem for the veteran should engage his immediate study.

Unless there is some other male teacher on the faculty who is more qualified, the principal himself should be the veterans' advisor for all matters concerning the educational program which originates with the

local high school. Advice may be solicited from other members of the faculty, but the principal's position as commanding officer logically delegates this additional title to him.

#### *The Veteran in the Local High School.*

The small community need not despair because it does not have the facilities and personnel to plan a program after the spectacular fashion of the large city. Of the 17,000 incorporated communities in the country, 16,000 have fewer than 10,000 population, and 10,000 fewer than 1,000 inhabitants. This means that many local high-school principals will have to plan to welcome the veteran back to the regular school.

These veterans deserve to find a place set for them at the educational table, and to be quickly and quietly assimilated as part of the family. They should not be considered curiosities or hybrid off-shoots. Certainly they should not be looked upon as "causing a problem". Half a dozen ex-servicemen proceeding through the halls of the local high school are not going to cause a riot, even if they do not have to report for a homeroom period or be restricted to remaining the full day.

So much has been written about adapting the educational program to the veteran that one almost forgets that in the matter of adaptation the veteran can give the home folks cards and spades. The individual who has adapted himself to living with a company of men recruited from all walks of life, a person who has adapted himself to sleeping in a slit-trench, a man (or woman) who has adapted himself to the regimentation of military life is not going to have any great difficulty adapting himself to the rules and regulations of his hometown high school. He will ask for training which is useful, he will ask that it be given him as quickly as possible. He will expect his teachers to know what they are talking



about—but he is not going to ask for, or expect, special privileges.

Certain variations from the routine procedure have always been allowed post-graduate students in the high school. Somewhat the same method could be used with veterans. Their contact should be through one official, in this instance, the veterans' advisor.

Classes of five or more veterans could be scheduled separately and lesser numbers in any subject could be handled on a tutorial basis. Certain classes would lend themselves to being audited so that the veteran can work out individual assignments on his own time. The development of manual skills in the business, industrial, and art departments has always leaned more toward individual instruction, so the inclusion of veterans in these classes can be effected with a minimum of adjustment.

A retiring room or lounge for the special use of the veteran would solve his needs for time spent between classes. His presence in the regular library surely would cause no disturbance, but requiring his attendance at a study hall merely because he was not in class would seem unnecessary. This inde-

pendent scheduling—sometimes called "free time", sometimes "honor system"—has been experimented with in a few high schools with some of the better students in the senior year, and has enthusiastic advocates. One cannot conceive of a school that would not have some faculty members who would be able and willing to increase their duties in order to serve the veteran working on some such irregular schedule.

The addition of a veteran to a high-school class could well be the leaven that would activate the general improvement of all and raise the educational temperature of the class several degrees. Unless the public secondary school wishes to be guilty of blocking the educational program conceived by the Servicemen's Readjustment Act, it will plan now for the possibility that it may be called upon to serve the returning veteran along with its regular clientele.

The veterans' educational program is only the first stepping-stone to a broad highway of progress that American schools should travel in the postwar years. It behooves all school administrators and teachers, however, not to miss that first stepping-stone!



### *Breaking the Hold*

Both traditional and progressive schools have sought to break the hold of unlikelike academic practice; both have deplored the subject-centered education. Traditional schools have set out to teach the subjects in relation to living, to shift the focus of attention to these relations in living, and to promote mastery there as the subjects have bearing. Traditional schools have been trying to teach the whole living person through the subjects.

Progressive schools have gone more directly to the living events, studied the activities within the stream of events, and conducted the learning situation in the midst of these activities. The progressive schools have thus broken more sharply from the traditional means in order to achieve their purpose. In spite of this effort the prevailing symbol of success is still the conventional academic device of marks in subjects.—C. A. WEBER in *North Central Association Quarterly*.

### *Fun on Saturday*

More than 2,300 boys and girls in the city of Madison, Wis., attend school regularly on Saturdays. They constitute almost one fifth of the total school population. Their attendance is entirely voluntary and so great is their interest that many are waiting outside the buildings at 9 o'clock in the morning for the doors to be opened. Ten of the city's fourteen public-school buildings are open from 9 A.M. until 12 noon, four are also used from 1 P.M. until 4 P.M. and one does not close until 10 P.M. So heavy is the demand that plans are being made to open other buildings on Saturday night.

The magnet which draws these youth from all sections of the city is a broad recreational program consisting of sports and games, dances and rhythmic activities, crafts, dramatics, music, storytelling, tumbling, and gymnastics, wrestling, relays, and motion pictures.—HOWARD G. DANFORD in *Journal of Health and Physical Education*.

# THE LESSON

*A teacher's sources  
of inspiration*

## "PREPARATION"

By  
GEORGE H. HENRY

YOU LIKE to teach modern poetry best of all, don't you?" said artistic Clare, with the dreamy eyes that always became moist when I read. We had just finished Rupert Brooke's "The Great Lover".

"What makes you think so?"

"You've been unusually interesting these past three or four days." Several more girls came to the desk, and a boy.

"To be frank, there are many other units I like to teach much better." I was provoked that I used the word "unit" to refer to a work of art. It must have been the teacher in me.

"But there's been something, you must admit," said another girl.

"Yes," added another, "we could tell it in your voice. Everything was so different. You were inspired. My!"

The boy said, "Poetry makes you think of so many different things I never think of."

"Well, I admit, there was a difference. I wasn't teaching a class, really—I was teaching myself."

"You always say such puzzling things—teaching yourself."

I could see they were all waiting for an explanation—eight or ten were crowding around me, some sitting on the edge of the desk. "It's much too personal. I can't tell you."



EDITOR'S NOTE: *Mr. Henry tells here of things that have "given a lift" to his classroom teaching. Some of these things just happen, and some of them he seeks out. The author is principal of Dover, Del., High School.*

That was the wrong defense, for now their definite desire to inquire into something worthwhile was turned into mere curiosity. Yet I had angled them into a genuine teaching situation and here was the opportunity to have teaching at its best and highest. Originally this had been the last class in the afternoon, and by this time many, having gathered their books, were leaving the building. In just those few minutes glad piping voices from the campus walk running nearly under my windows were already relaxed, natural, full-throated, as they never are in class. These eight or ten were willing to remain, to be taught again.

"Well, sit down and be serious. I'll talk about something that I should never care to in class. I hope I don't bore you. You wanted it."

A few more came in, and sat down when they saw something unusual in progress. We might have been in a little tucked-away chapel of an English cathedral, so solemn it was. A lad came in yelling, ready for a smart remark, viewed the strange grouping at so unearthly an hour, noticed the dozen warning eyebrows, cocked his ear, and sat in to "worship" with us.

I began immediately without ingratiating or condescending preliminaries. Here was a rare moment in any teacher's life. It could not be transferred to a more desirable room. Psychologically, it had to happen here and it had to happen now, even though the "learning" bond that spontaneously held teacher and pupils together was at the mercy of the janitor's long-handled brush, the unthinking raucous

whoop of an intruder, the foot-falls of the superintendent himself.

"Last Friday my grandmother was buried and naturally I was away over Saturday and Sunday. So, missing but a half day, I caused no alarm by my absence, and consequently my loss was hardly noted. She was eighty-two, worked hard over dishes all her life, travelled but little, seldom read a novel, never heard of Browning, Tennyson, or Keats. She did read constantly a little Bible, in German.

"Her passing transfigured all things. Her long long life seemed outwardly to have nothing in it that I teach from, day to day, here in class. I began to re-evaluate everything I was doing—this course I'm giving you. Poetry that I have been reading for years assumed new meanings and passages and lines of verse fell apart with little mental effort. I was getting wisdom. Much that I have taught was chaff now, in the light of this long life that seemed so futile and meaningless, yet had nothing but kindness, sweetness, innocence to give in return.

"In my short life has been crammed far more experience than she had ever known, and, with it all, I complained, and romantically looked afar for things beyond my reach, when I was already brimming with nature's gifts. Her death was my rebirth. That's why I've read so well, explained so clearly, saw relationships and brought forth anecdotes so readily: I was searching; I was letting the words of the poets teach me—aloud, so that you might overhear. In short, I can prophesy that my course will be better than last year's—because my unlettered grandmother died.

"You see, few of you realize that we teachers do not have so many pages to teach, so many authors to cover. A teacher can't teach any more than himself. A lesson you thought especially inspiring may be due entirely to just such an experience as I described."

Thanking me quietly they made a funereal exit, this solemn departure denoting

gratitude; and I was pleased by it. One girl, lingering a bit, remarked apologetically, "If only this was the way you always taught—I mean like this little extra session just now."

It isn't so much what I know but what I do and feel that gives me the power to teach a transcendent lesson. If I take a long walk far over the hills, talk with myself or my former self, though it has nothing to do with the lesson at hand, I teach much better. When I haunt the out-of-the-way churches in Italy for early fourteenth-century frescoes, I don't know why, but afterward I teach Shelley and Byron better. And when I sit at Delphi or when I breathe the ever-blowing winds of the acropolis of Mycenae, I can do Milton better. Stirred by a great symphony under Barbirolli, over a week-end, or a play like "The White Steed," or an exhibit of modern wood-cuts, I always teach better the following Monday or Tuesday, whatever the subject.

I recall two grand teaching days after seeing the Orson Welles "Julius Caesar", in modern dress. That following Monday on my return the seniors were in the midst of Samuel Johnson, but fresh from my experience, and disdainful of college boards, I dropped the learned doctor for two days.

I know I was right, because I believe I taught "Julius Caesar" better in two days, merely in review to a group of seniors who had previously taken it back in the ninth grade, than I had in six weeks, long ago, with the complacency of 1929 permeating my being. Now I had my seniors clamoring to produce it, and comparing it with the modern method in "It Can't Happen Here".

This production evoked concentration camps, Hitler, Huey Long, Franco's revenge file (how close to the proscribed list of the second triumvirate!), Lincoln's assassination—the quotations from the play were as timely as though Shakespeare had waited for our day. Justice or force, the eternal dilemma—Shakespeare made us watch it



anew in Manchuria, Ethiopia, Austria, Spain—our own Louisiana, and Jersey City.

Even a storm on the bay in my boat is better for my teaching than introducing a much-heralded method, or appraising my success with Hamlet in medians and true-or-false tests. New procedures and latest fads have never justified themselves half so much as my vigil in a ducking blind all

day in the cold, with water up to the knees, thinking long thoughts in silence. I know of few preparations equal to making a round of the five-and-ten's in Dover on a Saturday night, as the poor rural folk come pouring in, with their desperate, beaten look, pricing little trinkets for children whom I shall some day teach. It's then that I question savagely all that I do.



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## FINDINGS

\* \* \*

**DRIVER EDUCATION:** Where in 1943 only a "bare handful" of California high schools had any sort of course in driver education, in 1944 some 250 high schools in the State (almost 40%) offered driver education as a full-semester subject, with full credit toward graduation, or had the course integrated with other subjects. So states Gordon H. Garland, of the State Department of Motor Vehicles, as quoted in *California Journal of Secondary Education*. More than 6,000 pupils were enrolled in such classes in 1944. Average size of class was about 25 pupils.

**EXPENSES:** In cities of 100,000 and more, the per cents of the school budget spent for the various major expense accounts (administration, operation of physical plant, fixed charges, etc.) vary greatly—except in the case of instruction, where a notable uniformity exists. The following figures reported by the U. S. Office of Education are based upon a study of 1943-44 expenditure in half (45) of the U. S. cities of 100,000 or more: Per cent spent for administration varied from 1.9 in Charlotte, N.C., to 4.7 in St. Louis and Pittsburgh. Per cent spent for operation of physical plant ranged from 6.6 in New York City to 20.2 in Flint, Mich. The per cent spent for fixed

charges varied from .2 in several cities to 9.7 in New York City. But in the case of per cent spent for instruction, the average for all cities was 75.3, while the highest per cent spent for instruction was 85.2 and the lowest 68.9.

**JUNIOR:** About 20% of the nation's 570 junior colleges had fewer than 50 students in attendance in 1943-44, and about 40% had fewer than 100 students, although in that year the junior colleges reached their peak enrolment. So reports Walter Crosby Eells in *School and Society*. About 9% of junior colleges had 1,000 or more students. California's 71 junior colleges have almost half the junior-college enrolment of the nation, and its 57 public junior colleges have average enrolments of more than 2,000 each.

**FREE TEXTS:** About 50% of Michigan school districts furnish free textbooks to elementary-school pupils, according to a Michigan Education Association survey reported in *Michigan Education Journal*. But only 36% of the districts supply free texts for the junior- and senior-high-school grades. The annual per-capita cost of free texts in elementary grades averaged \$1.50, and in secondary grades, \$2.50. Free books last an average of 5 years in use. Only 25% of the districts supply free workbooks. About 4% of the districts require a deposit averaging \$1 on free texts. Some 20% use a form of textbook rental (average charge 80 cents), and 43% collect fines for damaged books. In establishing a free or rental system, about 50% of the responding districts favored a gradual introduction of the program. About half of the replies favored free textbooks for high schools. But free instructional supplies were recommended only for the elementary grades and kindergarten by 69% of the districts.

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**EDITOR'S NOTE:** Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

# FAREWELL

*Why a successful young  
"veteran" is getting out*

## to high-school COACHING

By JEFF HAMILTON

LAST FALL at the beginning of football practice Hal Coleman, a former colleague who had renounced the coaching profession to go into business, came to the stadium to watch us. I turned the practice over to my assistants and walked over to him. Hal sat in the shade of the stands among a group of fans and watched with an approving eye while the punters sent footballs spiralling down the field and a couple of sweating tackles belabored blocking dummies.

"I'm certainly going to miss all this," said Hal. "That boy, Graver, is going to make you a swell end," he commented approvingly when a lanky lad reached high for a pass and took it easily in his finger tips without breaking stride.

"I bet he wishes he was coaching again," one of the sideline coaches remarked after Hal had departed.

"I don't know," I said. "He looked very comfortable here in the shade."

They all laughed at this feeble sally, and Jimmy Curtis, the sports writer, observed that all coaches like to make with the crying towel.

I went back on the field and continued my work with a tanglefooted tailback that I was trying to make into a twinkleton.

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EDITOR'S NOTE: "Jeff Hamilton" is the pen name of an athletic coach in a Southern high school. For thirteen years he has had more than his share of winning teams and adulation. At 34 he has decided to drop coaching like a hot potato, and enter other work. In this article he tells why.

I had been thinking for some time about my work as a high-school coach and what it had brought me and would bring me. After practice I went to the dressing room to see that the managers properly sterilized a few minor cuts and abrasions, rubbed down a charliehorse that was troubling a wingback, and saw that none of the boys made off with a towel or two.

Like most high-school athletes they were in a frisky mood. The dressing room of a team whose morale is good is a buoyant place after a snappy practice. The kids were shouting and horseplaying in the showers. I always got a feeling of satisfaction out of their antics. These boys were my friends. They came to me with their problems and wanted me to share in their fun. I have heard teachers say that they would be willing to give a month's pay to receive the adulation that the pupils heap on the football coach.

It wasn't a bad life, I decided, when one looked at it from this angle. But there are other angles.

I have coached for thirteen years. The sports writers refer to my record as "outstanding." I am considered one of the best high-school coaches in my section. I have had four undefeated and untied teams, two state championship clubs, and seven conference title winners.

Last year for the first time a sports writer referred to me as a veteran coach. I shall not forget the start the word gave me. In college we referred to one of our coaches as a veteran. He was a man in his fifties, and had been assistant coach for twenty

years. I was always wondering why he never became a head coach. In spite of his excellence in this field he hadn't made over twenty-five hundred dollars a year during his life. His wife, once a lovely girl, was worn by years of scrimping to make ends meet for a family of five. There is no doubt that he was one of the best loved men on the campus. The college yearbook and the alumni were sincere in their praise. It would be interesting to know what his wife thought of all this praise as she figured out another idea to save the scarce dollars.

When I finished college the depression was at its worst. After being told by numerous firms that "we don't have anything at present, but we'll take your name", I found a job in a high school teaching science. I had taken a pre-medical course, but the depression forced me to give up the idea of medicine. My father's health had been undermined by financial reverses, and it became necessary for me to help out at home on my vast salary of \$110 a month (for nine months).

The coach quit a few days before the season opened, and since I was the only member of the faculty who had played football (I was a second-string back) this job was assigned to me. I welcomed the ten dollars per month increase it brought.

I didn't know too much about coaching. A flock of husky hold-overs from the previous season took matters into their own hands, and we came up with a creditable record for the season. I bought every coaching book and subscribed to every athletic journal on the market. I made frequent trips to the state university to consult the coaching staff, whom I found eager to help. At the mention of the word football they were instantly ready to begin drawing circles and crosses to diagram plays, and to illustrate stances and the execution of shoulder and body blocks. There seems to be something in coaching that grips its

more fervent devotees with the ardor of the sanctified.

I began to attend summer coaching schools and clinics. No research student was ever more avid in his quest for information. I have attended as many as three coaching schools in a summer. I have several dozen notebooks filled with the plays and lore of Bierman, Rockne, Bible, Thomas, Wade, Little, Waldorf, Mehre, Phelan, Leahey, Warner, Shaughnessy, Jones, Morrison, Snively, and the other greats of the coaching world. My search for pigskin lore led me to California, Texas, Michigan, Colorado, North Carolina, and points east.

I quickly discovered that I had an aptitude for coaching, and the excellence of my teams began to attract attention. I was invited to lecture at a number of coaches' clinics, and wrote quite a few articles on various phases of football for football journals. In a few years I was carrying on a voluminous correspondence with high-school coaches throughout the nation.

My teams were going good, and the local fans were strong in their praise. They predicted great things for me, and some of the more enthusiastic of my followers had already selected Notre Dame as the proper setting for my genius. For a time it looked as though I would be offered a place as assistant at the state university, but the deal fell through when the athletic board decided to scrap the existing set-up and import an entire coaching staff from Texas.

I was not discouraged. A number of high-school coaches were breaking into the college ranks. Red Sanders had come up from a prep school to Vanderbilt, and Paul Brown after his meteoric record at Massillon was headed for Ohio State. About this time Wallace Butts took over at Georgia and quickly carried his team into the Orange Bowl and the Rose Bowl with the help of a fellow named Sinkwich.

My final year at Clayton, a small Southern town, found us in the running for the



state championship. I had begun my coaching career here. My job consisted of teaching five classes daily, and coaching all sports. I also laid off the football field at the beginning of the season, and lined it off for every game. I acted as manager, athletic director, equipment manager, bus driver, carpenter, and general flunkie for the department of athletics. I was pleased to dignify the department with this title, and had letterheads printed proclaiming that I was head coach and athletic director at Clayton High School. I was the only coach, the entire department of athletics.

My position was somewhat better than that of a colleague in a neighboring town. One of his duties was to "sit in" one night a week with the superintendent's baby, while the administrator and his wife went to a movie.

We persuaded Morristown, our larger arch-rival, to come to Clayton for the lower state playoff. We had a good team, and interest was so high that the entire town closed up on game afternoon and proceeded to the football field.

Our boys played brilliantly and had a 16 to 0 lead at half-time. When we walked down the side line on our way to the dressing room (we used a classroom) the fans roared their approval. It was unbelievable. During the second half we scored several times, defeating Morristown 37 to 0. The goal post went down in a flurry of fist fights, and the local band broke into the "Stars and Stripes Forever" and headed down the main drag to town.

The Clayton citizens fell in behind, undulating and weaving in a snake dance, and screaming like the rebels at Bull Run. The president of the local Parent-Teacher's Association led the procession, flanked on one side by the president of the Garden Club and on the other by the Grand Madam of the Eastern Star. (No kidding, it really happened.) The merriment went on apace until far into the morning.

The following week when we won the state championship one of the members of the board of trustees screamed and leaped so vigorously that he fell against a bench and knocked himself out.

Needless to say, I was quite a local hero. After the game, when I walked into a local restaurant, the hometown fans rose and began to applaud. After I resigned at the close of the school term the fans presented me with a wrist watch and a medal. The medal carried the modest inscription "CHAMPION" across its bosom; the back bore my name and the season's record. "Undefeated and untied state champions," it said.

Ah, me, those happy days at Clayton! Since then I have gone on to coach at successively larger high schools. For some years I have been at Clark Tech High School, and here my football fortunes have smiled. In two years my teams won two conference championships and one state championship, and were runner-up for a regional title. I had the glow of satisfaction that comes from a job well done, and as usual the fans began to speak in resounding terms of my work.

However, the first flush of youthful enthusiasm had passed for me. I was a mature man now with a wife and young son to support. I was beginning to find out the hard way that the financial returns from high-school coaching were not adequate to pay for solid mahogany furniture and cute little overcoats with leggings to match. I wasn't getting any younger, and I wasn't satisfied with the direction my profession was taking me. I had a good example in Mr. Nesbitt, the "Pop" Nesbitt whose high-school football teams had made history in that section. He had the ability to make an excellent school superintendent. Our superintendent's salary would almost triple that of Mr. Nesbitt. Pop was too old to coach, and was now teaching math at a meager salary. It was generally understood that he

was kept on in spite of poor health by a generous school board.

I am quite certain that Pop Nesbitt could have been a notable school man if he had switched to administrative work when he was young. He told me that he had stayed in coaching too long. "Until I wore myself out," he said.

The demands of fans for a winning team place a coach under tremendous pressure. It leads to what a friend of mine calls the "Friday Night Headache". It is a sort of tension that builds up like strain in a cable. If a team is going good a coach is the No. 1 boy of the town. If his team has a losing streak he may be snubbed or ridiculed.

Harry Mehre was having a bad year at the University of Georgia. His Red and Black team had taken several terrific pastings by scores running from forty to sixty points. One day Harry was walking down the main street in Athens, home town of the university, and a newsboy called out to him, "Hello, Coach."

"Come over here, son," said Harry. "I'm going to buy you a chocolate soda. You're the first person who's called me a coach this season."

The example of Pop Nesbitt recalled to me other examples of men with whom I had been associated in the coaching field. John Neighbors, a former coach, is now principal of a large high school and next year will be appointed assistant superintendent. Joe McCollum switched from coaching to become a superintendent. Sam Marchant went into newspaper work and is now the sports editor of a fine small southern daily. His salary is double what he made as a coach. Earl Godby left coaching to work for Standard Oil. He is now a district manager. Otis Salter quit to study law.

"If I were you, Hamilton, I'd get out before it becomes too late," said Pop Nesbitt.

I was working in a power plant during the summer to help increase my income and to help out the war effort. A bum knee had

made me a 4-F. On the payroll of the power plant is the name of Wade Spence. He used to play end for me. He is now rated as an assistant engineer, and makes over fifteen hundred dollars a year more than I do. He will soon be promoted to engineer. Henry Rolling, once a bottle-butted tackle, is selling cars. He owns his own business. Graham Davis, another former player, is a young doctor. He is 4-F, and is building a fine practice.

Some of my former players have not achieved such a degree of success, but many of them are in the service and are making good records. I have thrilled over the Silver Star won by Don Barberry, and similar citations that other boys have won. Some of my ex-players have died on the field of battle. They were all good boys, and I am fortunate that I was their coach. There are many fine experiences and memories connected with high-school coaching.

But I am a "veteran" now. I am thirty-four years old. I know that I am not going to break into college coaching. I have lost my interest in that field anyway. At the same time I do not intend to work all my life and then be retired by a grateful school board to a position of running the gymnasium.

I have an excellent education, and a master's degree. I make a good appearance. My children should have the same opportunity my father gave me. On my present salary I couldn't send my boy to even a third-rate college.

I have been offered a place as principal of a good high school. I have also been offered an opportunity to go into business. Move over, Hal! Move over, Henry—here comes another refugee from high-school coaching!

Now I expect to be another grandstand coach, and more than likely I'll sit in the stands and want to know why in the hell that new coach is using Tanglefoot at end when everybody knows that I had developed him into a twinkletoe tailback.

# I'LL SUE you in COURT

It's only one step from the classroom to the courthouse, so you'd better study school law

By WENDALL W. HANER

Any similarity between names and cases and real persons or places would be both unintentional and deplorable—but not unthinkable.

**T**O SUE OR NOT TO SUE—that is definitely *not* the question! Some people would ponder the problem a long time, but not the parents, teachers, and school boards of many of our modern communities. For them the question has become: Is it too soon or not too soon to start another court action?

Reading the school law and legal action sections of some of the teachers' magazines, one comes to the conclusion that a teacher's day must be largely taken up with court defenses and legal offensives. Perhaps the typical schedule for an instructor would go somewhat as follows: first morning class . . . conference with lawyer . . . depositions or testimony in court . . . last morning class . . . noon lunch, with serving of subpoenas



**EDITOR'S NOTE:** *After studying the situation, the author has concluded that there is always a court action waiting around the corner for the teacher. Every educator lives with a subpoena hanging over his head, and in peril of a myriad of legal booby traps. If these things be so, it's a wise teacher who reads Dr. Hodgdon's monthly School Law Review department in THE CLEARING HOUSE (adv.) and knows where he stands legally in a given situation. We haven't been running that department for years for nothing. Mr. Haner teaches mathematics and social science in St. Joseph, Mich., High School.*

. . . afternoon class . . . filing of briefs . . . student conferences, including cases to be settled out of court . . . final bell for round eight.

(The evening could be well spent in preparation for the next day's work, including study of legal forms, precedents, crazy contracts, and methods of keeping tricky technicalities and other moths out of good suits.)

In many localities such large numbers of lawyers are now said to be attending meetings of the Parent-Teacher Association that the letters "P. T. A." have come to stand for Parents, Teachers, and Attorneys. After roll call the attorneys act as official referees.

But, along with other statutes, the law of supply and demand is being overworked and in some areas an alarming scarcity of lawyers seems to be developing. This exists, of course, only among the better class of attorneys. There is, as usual, no dearth of the cheaper kind with little training or ability. But even these are no longer referred to as "ambulance chasers", the more modern phrase being "classroom companions" or "schoolhouse ghosts".

The great centers of teacher training cannot ignore any longer the crying need for legal knowledge on the part of the helpless victims they have been pouring into the schools and from there directly into the courts. Indeed, a most heartening report comes from no less an institution than Runona Bluff Teachers College, where it is rumored that the challenge is being met. According to latest advices, the courses offered there now include Theory and Prac-



tice of Courtroom Procedures, Emotional Control under Cross-Examination, Fees and Feasibilities, and a special study of Judicial Jiu Jitsu for those involved in the more difficult legal tangles!

And Infallible Instructors Institute is said to be offering Elementary Testimony and Depositions, Legal Defense in Depth, Practice Prosecution, Seminar in Similarities and Contrasts between Profanity and Legal Oaths, and an advanced course in Methods of Pressing Suits which cannot be ironed out in ordinary ways.

But these innovations in teacher training may be only in the nick of time, for conditions are serious. To obtain a view of what is going on, let us look at some of the typical cases recently handled by the courts, and consider their far-reaching implications for those in education.

We may begin with that intriguing case over at Opposition Mountain—*The Parents' Committee v. Rikkulum*. The principal of the high school, R. Q. Rikkulum, was opposed by a group of parents who wished to oust him from his position. They charged that R. Q. Rikkulum did not provide strict enough discipline and introduced too many distracting new activities into the school program. Very unpleasant personalities crept into the proceedings and the debate reached an acrimonious peak when the committee's attorney shouted, "It's not just the program of the school we object to—it's the principal of the thing!"

The court finally ruled that the principal's contract had not been invalidated and that it could not be set aside legally.

All too often, after they are hired, school officials develop some serious administrative weakness, or offend important groups by failing to wear a cheery smile for every smeary child. School boards should inform themselves of the policies of a principal when he is hired, to avoid unfavorable interest in the school developing in the community. Otherwise they may find themselves

with too much principal, a very high rate of interest, and no one willing to let the school system negotiate alone!

See: *Fish. v. Hook*, 5 lbs. 3 oz., *State of Prevarication*, *Case of Sardines* (C. O. D.).

As Exhibit B on our list we shall select *Rocky Ridge School v. Sammy M. Bezzler*. Sammy was charged with—well, books. At the close of the term he did not return the school books which he had rented, for a small fee, from the school office. His parents refused to pay for them, taking Sammy's word that he had turned them in.

Subsequent investigation revealed the interesting fate of the erstwhile textbooks. Sammy's geography had been left in the woods while he was en route home from school, with no record of its latitude and longitude. His algebra had been chewed up by his dog, Bucktooth, which had a habit of gnawing on wood and apparently developed a taste for the section on square roots. And Sammy confessed that he had used his science text to help start the roasting fire at a picnic—the warmest interest he had kindled in science all year. The English book was found behind a locker by his teacher. Its cover had been torn off, but Sammy was given credit for the book, minus a small cover charge.

This "book case" closed with the assessment of costs—for both the court action and the books—to Sammy's parents.

Here we have a type of suit which is in season at any period of the year, and which touches directly the immense field of pupil dishonesty and juvenile delinquency. Modern teachers need not only legal instruction, but also detailed training in detective work, finger-print analysis, operation of the lie-detector, classroom criminology, and even clairvoyance. These studies afford an interesting sideline for many teachers, and can lead the sincere devotee into police work later—a delightful emergency escape from teaching and much more desirable than dementia praecox.

*Compare: Nitwilly v. Opium, State of Delirium, pate de foie gras (1st Sem: C-), R. S. V. P.*

And now let us shift over to the noisy industrial town of Fender's Creek for a look at the case of *The English Class v. Bratweary*. Miss Betty Bratweary became disturbed about the huge number of spitballs defacing her classroom walls and, seeking to create a greater school pride in her pupils, offered a bounty of one cent each for the spitballs they would remove from the walls.

There followed a perceptible increase in school pride—and a whirlwind bull market in economic enterprise. The students formed their own CIO (Collectors of Interior Oddities) and soon bounty payments exceeded all fiscal forecasts, even though there seemed to be just as many spitballs on the walls, if not more!

After three days Miss Bratweary was financially forced to announce the cancellation of bounty payments. Immediately the class mutinied and started suit. (This has become famous in Fender's Creek as the case of the mutiny on the bounty.)

The court ruled that the pupils were entitled to promised pay for work as contracted. However, because they had built up a crude interest in creating more work than originally existed, they would have to be content with a nominal fee for their phenomenal efforts. Miss Bratweary was ordered to pay the sum of \$1.00, to be divided equally among the plaintiff spitball retrievers.

In this case we have a bountiful illustration of the "payoff" in teacher-pupil relationships. One can see the result here of providing pecuniary prizes to promote pupil pride—a very poor educational practice. Teachers must realize that the laws on the statute books are not designed to protect them if they persist in violating the laws of learning. Others may not be let off so easily as was Miss Bratweary, who was allowed

merely to "pass the buck" in discharging her obligations.

*See also: Jailbird v. Barrs, File No. 6, sub rosa, State of Confinement.*

The excitable community of Storm Center has recently provided a noteworthy example of intramural animosity, as it were, in the suit of *Doffen v. Lozeero*. Miss Sue Doffen, head of the Pedagogues' Union, entered suit against Mr. Tenbie Lozeero, president of the school board, charging slander. Miss Doffen alleged that the defendant had circulated malicious gossip about her and had been heard to remark, "Sue Doffen's opinions smell like the initials of the Pedagogues' Union sound!"

Miss Doffen was questioned by the defendant's attorney, Howie M. Barrister. He denied his client's liability for damages and cited the plaintiff's "lie ability", asking if it were not true that she had termed Tenbie Lozeero a cold, unfeeling, doddering old despot, and "the main booby trap on the road to better education in Storm Center". This she denied.

This suit is still in progress. After the preliminary hearing, the court decided to lay the case on the table (the walnut one with the initials "B. A. T." which was used in the '90's by Professor Tizzy and has been a courtroom fixture for many years during the town's stormy legal history). Justice Shelby Dunn, with profound insight into local psychology, stated that he was sure much more evidence in the case would be available in the near future.

The situation underlying this court action deserves careful consideration. Although Sue Doffen is prominent in the Pedagogues' Union, this is not, if carefully analyzed, a union suit. It is rather an example of the clash of tongues and temperament when the more conservative viewpoint comes into violent contact with what might be called the progressive outlook. The present outbreak is doubtless the culmination of previous peevishness, with no one su-

pervising the post-riot emotional re-conditioning. Thus far the suit is a one-round, no-decision bout, but it serves to highlight the danger in educational circles of reporting what you observe.

*Compare: Scooped Hollow v. Cramped Corners, Score 87 to 59 (P. E. .016).*

How far reaching the influence of a teacher is expected to be is strikingly illustrated in the legal action of *Prissywaddle v. Feasance* at Giddie Heights. The story is best told by quoting the report of Corry Lation, teacher of mathematics and physics, who was ordered by the court to find the facts:

"At 12:37 P.M. on September 12, 1945, Egbert Prissywaddle slipped and fell in the hall of the schoolhouse, allegedly suffering painful contusions of his posterior protrusion. The parents of young Prissywaddle are seeking damages from Miss Feasance, teacher supervising halls during the noon hour, charging negligence of duty and \$57.32 doctor bill.

"The hall in the schoolhouse is 90 ft. long by 24 ft. wide, running north and south. (Students sometimes run east and west.) Egbert, aged 14 years., 7 mos., and 2 days, and weighing 117 lbs., landed on the floor 34 ft., 8 in. north of Miss Feasance. (There was also a wad of gum 52 ft. south of the north entrance on the east wall, 3 ft., 4 in. above floor level, but Judge Benchley has previously ruled this item irrelevant and stuck on by irresponsible parties to confuse the law.)

"Testimony of students indicates that at the moment of impact Egbert was decelerating previously-acquired momentum by friction of pedal extremities against the floor, said practice being forbidden by school regulations.

"This report is respectfully submitted in the interest of justice and physical science. (Signed) Corry Lation, B. S., P. E."

Testimony also indicated that following the accident Miss Feasance had commented,

"This is typical of Egbert—always sliding through everything. It's too bad he came down where he did; he should have used his head!"

The court ruled that negligence had not been proved and that Prissywaddle was not entitled to recovery. (Egbert got well anyway!)

The fall of Prissywaddle resounds with echoes of myriads of similar events in schools all over the country. Students disobeying rules frequently find themselves completely "floored" when they wake up to the consequences of their behavior. Teachers should take warning from this example and issue plenty of warnings to those in their care. As it turned out in the legal action here, Egbert was left without a leg to stand on, and perhaps had some subsequent practice in keeping on the level.

*See also: Newton Zapple v. Law of Gravity, State of Collapse, terra firma, habeas corpus (A. W. O. L.).*

A relatively new type of legal action in school circles is reported from suburban Wormwood Turn in the matter of the *Beech Injunction Petition*. A young war veteran, First Class Private Beech, returned to school to complete requirements for his high-school diploma. But he was unable to accomplish anything scholastically because of the attentions of scores of girl students who swarmed all over said Beech. He told the court he would like to earn some high marks to add to the 1-A given him when he was classified for the draft. Therefore, he was petitioning to have fervent females restrained from interfering with his studies—and anyway, his wife didn't like it.

The court issued the injunction and placed him under the academic supervision of Letty Malone, teacher of geometry, whose chilly reserve and correct geometric mien were noted in that district for keeping male pupils and would-be suitors in check.

*See: Strait-jacket Restraining Gilwiddie,*



*State of Violence, non compos mentis* (Adm.: 25¢).

One never knows, you see, just where student troubles—and the next court action—may be coming from. Under present distressing circumstances, the teachers appear to be just one more group of victims of "cultural lag" between what they are expected to do and what they have been

trained for, a lost generation of legal missing links!

They will just have to catch up as rapidly as spare time and law school requirements will permit. And if, perchance, they seek a new position in the meantime, they'd better send along not only scholastic records in their credentials, but also their court records. They will be needed.



## Self-Appraisal and Careers: Chicago Guidance Course

Returning soldiers and riveting housewives are not the only ones looking toward tomorrow. High-school students anticipate it, also, and in Chicago they have the advantage of planning for it in Self-Appraisal and Careers.

Chicago's course is representative of the newest trend in guidance, a trend which has been sharpened by the military's present successful counseling program. . . . Self-Appraisal and Careers is a tool subject: it is not an end in itself. It teaches the techniques of self-appraisal, of occupational study, and of career planning, and having taught them, aids the student in his first practical application of those techniques. The word "first" is used advisedly. . . .

To appraise himself, a student takes a battery of tests and learns to interpret the results. While the battery is comprehensive, it merely samples the abilities of the student, a fact which he fully understands but which does not detract either from the significance of the scores as indicators or from his eagerness for them. The test results, given in percentile ranks and drawn in profile by the student himself, answer to a certain extent the burning question in a young person's mind, "What are my talents?" . . .

The testing program presents another advantage to its students: familiarity with tests and practice in taking them. People meet tests today everywhere, from informal parties to employment offices. Self-Appraisal and Careers students are at home with them and can face them with equanimity. One day a graduate returned to school, his face beaming. He had just passed a difficult entrance examination at a famous military school. "Self-Appraisal and Careers got me in," he said. "If I hadn't had it, I'd have been like some of those other fellows, scared stiff when I saw those exam questions." . . .

Another major project in Self-Appraisal and Careers explores the possibilities for continued edu-

cation for each student after he leaves high school. This does not mean that everyone is encouraged to go to a university, but everyone is encouraged to make plans for some further study in keeping with his ambitions and prospective responsibilities. Opportunities for further formal education are investigated. Attention is also directed to the rich opportunities for self-development in Chicago outside school walls. Museums, clubs, local points of interest, and libraries are presented as educational agencies.

Plans are made in class in accordance with each student's interests. His plans may be for a program in a free evening school, part-time study in a day school, or full-time attendance in a college or university. They may be for independent use of other local agencies. Whatever his expectations, the student can at least determine what is available for further purposeful study and make beginning plans. Encouragement is also given to the students to develop avocational interests as "fun", as outlets for talent not otherwise utilized, and as part of the development of a rounded personality. . . .

"Tomorrow" is a magic word, full of promise, full of hope and power. Everyone looks toward it and plans on it, but not everyone plans for it. Young people long for tomorrow more intensely, perhaps, than their elders, because they have not had to reef their sails so often. It is an adventurous sea to them, with a following wind and fading horizon. They will embark upon it, if we let them, with no compass and no port. Without those, adventure may turn to disappointment and even disaster.

Self-Appraisal and Careers could not take the adventure out of tomorrow even if it wanted to, but it can take out some of the uncertainty, some of the insecurity and timidity, some of the maladjustment and heartbreak. And it does.—BLANCHE PAULSON in *Chicago Schools Journal*.

# TUBERCULOSIS

*Pioneer work at  
Wilson Junior High*

## Case FINDING

By MYRTLE CONKLIN

NOT THE LEAST of the problems of war is disease—among the fighting forces and on the home front. Tuberculosis, a menace that has undermined many nations and will seriously handicap post-war plans for restoring the belligerent nations to normal living, is always on the increase during a war and is now threatening the European nations, especially, to an alarming degree.

In our own country, Indiana alone had 3,503 rejectees because of lung pathology from December 1, 1941 to March 31, 1945. Of these, 1,490 were found to be ill with tuberculosis. Six per cent of this number were in far advanced stages of tuberculosis; 40 per cent were moderately advanced; and 54 per cent had the disease in a minimal stage. One thousand forty-seven of these cases were placed under medical care; 181 were hospitalized; while others were, and still are, cared for by their own physicians.

In my own county, Vigo, in Indiana, 206 were rejected during the same period of time and for the same reason. Eight of these rejectees have since died of tuberculosis.

If the health of only these young men were concerned, the figures would be alarm-

ing enough, but case finding has proved without a doubt that for every tuberculous person reported, there must be at least one more who has been the source of infection. Too often the number is higher than one.

Appalling, you say, and the public probably holds up its hands in horror and wonders why something isn't being done to remedy such conditions.

In Terre Haute, Indiana, the city and county teachers did not wait for World War II to suggest that something must be done about health in general, and tuberculosis in particular. They have been working at case finding for several years, but to the Woodrow Wilson Junior High School, in Terre Haute, goes the credit for being a pioneer in this field.

In October 1933 a progressive principal asked me whether I would be interested in arranging for tuberculin tests to be given to ninth-grade pupils who, we thought, might need them. Interest in the program has grown each year, until the testing has now been opened to all ninth-grade pupils. And almost every year parents of children in the elementary grades have asked that they be included in the testing program. Tribute must be paid to our local physicians and to our school nurses, who have given generously of their time in conducting the tests and checking their results.

As I have mentioned, at first we erroneously concentrated on those who we thought might need the test. We tested thirty-five from the ninth grade and had fifteen positive reactors. We learned, then, that weight, looks, and size can be very deceptive in case finding. However, we had

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EDITOR'S NOTE: *For several years, reports the author, Woodrow Wilson Junior High School, Terre Haute, Ind., has been a pioneer in testing its pupils for tuberculosis. Pupils are given the test when they reach the ninth grade. In 1944, about 6% of those tested showed positive reactions. How the program works is explained by Miss Conklin, who teaches in the school.*

made a beginning, and parents for the most part have been cooperative. Since no testing is worthwhile unless there is a well planned follow-up program, the fifteen reactors had x-rays, and family physicians were asked to plan schedules including rest, food, sleep, etc. Such children were also excused from active physical education and have rested, instead. Our school nurses have done much to gain cooperation in the homes. It has been very difficult for junior-high-school boys and girls to give up many recreational activities when they don't "feel sick".

There has always been an element of fear, both on the part of the children and their parents. Parents are fearful of the outcome, while children are more afraid of being hurt by the prick of the needle. Much of this latter fear has been allayed by the skill with which the Mantoux test is given. Youngsters from a "Children's Home" nearby were perhaps the easiest to work with because they were used to routine testing of various kinds. This lead us to conclude that if our testing program could become routine, much of the dread would be removed and we would be able to test a larger percentage of the pupils.

To this end we have planned a program which includes a study of tuberculosis to be carried out as a part of the biology work. This phase is covered in the autumn, since the tests are given during October and November. We stress cause, treatment, cure, and mistaken ideas, and then follow up with visits by a health director from the Vigo County Tuberculosis Society. She shows pertinent, interesting films and often gives a second showing of a film after the children have talked it over in class.

In order to interest the families, round-table discussions have been conducted by the children for the Parent-Teacher Association. The pupils not only discuss the subject pretty thoroughly, but answer many questions raised by the visitors. We consider such discussions highlights in our health program. We were highly pleased,

too, when one of our schools for colored children conducted a similar meeting, using as a nucleus some of the Negro students who had taken part in our program.

To create further interest, the Vigo County Tuberculosis Society offers a trophy cup as a prize to the junior-high-school pupil and to the senior-high-school pupil who submit the best essays on some phase of this work. The subject is chosen by the local society. Each cup remains in the possession of the winning school for a year, and ownership becomes permanent when the prize has been won for three consecutive years. The cup is still in circulation, each year collecting the name of the winning child and his school. In addition to the cup, a personal gift is given to the winner in the junior high school and in senior high school.

From a very small beginning—25 per cent of those in the ninth grade taking the test, with 43 per cent of them reacting positively—we now have interested 98 per cent of the pupils in taking the test. There are some objectors, but they are decidedly in the minority. During October 1944, 358 pupils were tested, 60 of the group from a Catholic Girls High School nearby. The number of reactors in this larger group was small—about 6 per cent.

Complete records of pupils tested are kept on file at the office of the Vigo County Tuberculosis Society. These records include family history, when and by whom tested, the reaction, and the results of the x-ray. Also included is a record of any contact with a tuberculous person. Similar tests are conducted in our senior high schools, and these findings are filed with previous tuberculosis case records.

The Vigo County Tuberculosis Society has tried to make the cost negligible so as not to interfere with the thoroughness of our testing program. For the first few years, a charge of 75 cents was made, but no one was barred because of the price. Special prices were made for the x-rays, but many of these were also given free. For several



years, now, all tests have been given without cost, but a small charge is made for the x-ray to those who can pay. Others receive x-rays without charge. Last autumn both the tests and x-rays were provided by the local tuberculosis society.

Because of the scarcity of physicians, we used the patch test last fall. The patches were applied by a school nurse and the readings were made by the same physician who has worked with us since the beginning of the program. Many doctors believe that the patch test is as effective as the Mantoux, and it certainly helps to main-

tain confidence between the physician and his young patients—an important factor in any health program. The saving of time in giving it is important during these days when most civilian doctors are overworked.

If we cannot have physical examinations by military authorities it becomes our duty to be health conscious—to live sensibly and therefore more happily. Health programs must continue to have an important place in our curriculums, but a problem so personal and vital should not rest merely with the schools; it should be the concern of each of us.



## Recently They Said:

### *A Threat to Us All*

There should be clear recognition of the importance of interrelationship, and of sequence of instruction, in the two subjects—biology and health. This is ignored in the Educational Policies Commission's plan, just as it is most unfortunately ignored by the new law of the State of New York requiring the teaching of health in its schools. Let me make it clear that I am among those who think there should be sound instruction in health and hygiene in the high schools. For some years I have spoken and written in support of such instruction. But I am not *frantic* about it. Many more unawakened minds than sick bodies graduate from high school. A sick body may be a threat to the individual; in a democracy an unawakened mind is certainly a threat to us all.—OSCAR RIDDLE in *School and Society*.

### *General Science Bias*

Most teachers of General Science teach as if the subject were a by-product of the science curriculum. The science field is usually divided into two fields, physical and biological. A physical-science major will teach General Science emphasizing the physical side, while a biological major will show partiality to the biological line. This method does injustice to the subject, and in many instances kills the interest in science for the students.

General Science, in most instances, is the first approach to the vast science fields on the secondary-school level. The teacher must, then, present the subject in its broadest scope. A biological approach

handicaps the physical, and vice versa. The subject is the basic foundation for the future studies and a general foundation must be set up.—LEWIS E. HOLLAND in *Wyoming Education News*.

### *Emotion Is Basic*

A visitor from Mars, on surveying the confusion and conflict that characterize the present social scene, might well wonder upon what basis the human race takes action. It would be very evident that action is on the whole not based on critical judgment but rather on more or less blind unreasoning attitudes, emotions, and prejudices.

"Our intellect," said G. Stanley Hall, "is a mere speck afloat on a sea of emotion." It is becoming clear that education must be concerned with the development of attitude patterns that serve as integrating forces in society. The necessity of recognizing, modifying, and directing emotionalized attitudes is of fundamental importance.—Editorial in *Journal of Educational Research*.

### *Art: What We Have*

Our art training should be aimed toward developing and enriching what we have, rather than toward imitation of what some one else has. One can name a hundred things without stopping, of Ohio flora and fauna that are richly decorative, but how many Ohio art teachers use them? For every one who can make a cute little Mexican burro, how many can march up to the blackboard and draw a quick sketch of a 'possum or a groundhog, or a 'coon or a fox?—ADA KENNEDY in *Ohio Schools*.

# Jefferson's Annual All-Department NUTRITION DRIVE

By  
ELSIE H. DAVIDSON

THE WAR IS OVER—but the impetus it gave to education for better nutrition needs to be continued in the postwar schools. Strong and healthy citizens are a national asset in peacetime, too.

For the past five years Jefferson Junior High School has conducted an annual nutrition drive. In 1945, the drive was maintained throughout March, on a schoolwide basis.

We centered our attack on school lunches. Many mothers were engaged in war work, and as a result their children could not go home for lunch as they used to do. If they went home anyway they usually had to shift for themselves. It was also true that many mothers left early for their work and returned late, so that children often did not get proper breakfasts and, in many cases, proper dinners.

By supplying these young people with a good, nutritious lunch at the school cafeteria, we were assured that they got at least one good meal a day. And, believe it or not, it is no exaggeration to say that very often, too often, this was the only real meal many of our children received. No wonder our principal and all our teachers went so whole-heartedly into our nutrition drive!

With "Food for Thought and Thought for Food" as our slogan for the drive, our first objective was to impress all the mem-

bers of the faculty with their responsibilities in the campaign.

Each teacher was given copies of the booklets, *Handbook for Workers in School Lunch Programs* (U. S. Department of Agriculture) and *School Lunches and Education* (U. S. Office of Education). Both emphasize the necessity for a school-lunch program. These pamphlets, as well as the Red Cross *Nutrition Course in Secondary Schools*, were thoroughly discussed in faculty meetings by the principal, so that all teachers were familiar with the need for cooperation in the Nutrition Drive.

At the start of the drive each pupil in the school received a copy of *Nutrition For You*, by Dr. Walter Wilkins and Mr. French Boyd. Questions were prepared on each of the fourteen lessons in the book, and during the activity period the pupils wrote answers to the questions. One lesson was covered in each activity period. The president and vice-president of each class graded the papers and tabulated the results on a score sheet kept in the classroom. Class standings were broadcast daily over the school's loudspeaker system.

After the fourteen lessons in *Nutrition For You* were completed, the pupils were given a "Vitamingo Game" to play. This game gave the pupil an opportunity to check his daily diet and determine whether he was getting a sufficient amount of vitamins and minerals.

Each day during the month of the drive—March—a Victory Lunch was served, which provided one third of the pupil's food needs for the day. All pupils were urged to buy this lunch. Trays were checked as each pupil bought his lunch, and all

EDITOR'S NOTE: *The annual nutrition drive of Jefferson Junior High School, Washington, D.C., is an all-out affair. It involves all of the faculty. Special programs are numerous. The author teaches in the school.*

pupils taking the Victory Lunch were given "V" cards. The cards were displayed on the classroom bulletin boards and these class standings were also broadcast each day by the principal.

Two nutrition motion pictures a week were shown to the entire school assembly, in cooperation with the local clinic of the District of Columbia Health Department. During the month pupils saw "V Men", "You Can Have Everything", "The Precious Ingredient", "Quiz Kids", "Food In Wartime", "Training Table", "This Is Sabotage", and "The Way to a Man's Heart".

Two school assemblies were given over to the presentation of nutrition plays. One, supplied by the Red Cross, was called "The King's Toothache". The other was prepared by one of the school sections and featured a make-believe studio broadcast on nutrition subjects.

Demonstrations of the preparation of foods were another feature for the school assemblies, and were repeated at Parent Teacher Association meetings. The demonstrations were provided by the Washington Gas Light Company and the Potomac Electric Power Company.

The cooperation of all teachers has been mentioned previously, but I am sure it would be of interest to describe briefly how each department carried out its special responsibilities.

Music isn't usually associated with nutrition, as some of the underfed composers of yore could have testified. But our music department made music a feature of our nutrition activities by teaching songs prepared especially for nutrition programs, which they found in "Nutrition Notes, Sarah Lawrence College", and by writing an original song set to the tune of "Yankee Doodle". This song was used on many programs and broadcasts by the pupils and was so effective that I want to pass it on. Here it is:

*Food for Thought and Thought for Food*

Now when you go to lunch today  
Please give some "Thought to Food", sirs,  
So all the girls and all the boys  
Make up a healthy brood, sirs.

*Chorus:*

Just pick up your glass of milk  
As in the line you wait, sirs,  
So every single dental card  
Will be a snowy white, sirs!

And now the vegetables green  
And vegetables yellow,  
Then eyes will sparkle, hair'll have sheen  
For every girl and fellow.

*Chorus:*

Now the lunch that you have bought  
Is very sure to prove, sirs,  
Add meat and fruit as "Food For Thought",  
That you are in the groove, sirs!

The mathematics department worked on food costs, cafeteria costs, grocery budgets, points, weights and measures, and calory counts.

The shops made racks and blocks for our displays.

The printing department printed programs, tests, and lessons.

The French department made menus.

The science department worked out food values and calories, and made tests of food material.

In the English department each pupil was required to write a theme on some selected nutrition subject, and awards were given for the best ones on each level.

The typing department used for its practice lessons one hundred maxims, prepared by the home-economics department, on nutrition subjects. It also supplied a large share of the typing necessary throughout the drive.

The art department, using the same maxims given to the typing department, made all sorts of posters for display in the halls, lobbies, and classrooms.

The social-studies classes made the "true or false" test questions from the *Nutrition*



for You booklet, and every pupil in the school took a final test on these questions.

The home-economics department planned the work for the entire program in the various departments. Home-economics classes not only helped in the cafeteria each day, but also prepared a large exhibit for the PTA meeting which closed the nutrition drive.

Approximately 400 parents attended the night meeting which climaxed our nutrition drive. During the first part of the meeting a nutrition film was shown and winning themes on nutrition were read. Songs on nutrition subjects were featured.

While the program proved interesting and entertaining to the large audience, it wasn't until the second part of the meeting, when everyone went down to our cafeteria, that audience participation took place. Here fifteen display tables had been set up

with carefully worked-out displays on Soybeans, Right Temperature to Cook Meat, Clean Up Your Plate, Value of Milk, Good Lunches, and other subjects relative to good nutrition.

Each parent was given a list of questions (two about each exhibit) and was asked to write down the answers and sign his name to them. The child of each parent who participated in this activity was given a certain number of school letter points. Suffice it to say that hardly a parent missed a single exhibit—and they had a lot of fun, too.

Thus ended Jefferson Junior High School's Fifth Nutrition Drive. It's hard to say exactly what the net results have been, but we do see ample evidence to prove that our pupils and faculty are more nutrition conscious than ever before. All of which means we will be more than ready to pull out all the stops again, come next March.



## The Bloodiest Generation on Earth

This generation is the bloodiest that has ever dwelt upon the earth. Between 1914 and sometime after 1944 it has fought more wars, killed and maimed more young men than was accomplished in all of time before. This unprecedented blood-letting has been the achievement of the most schooled, most churched, most mothered generation the world has known.

Man has allowed his scientific and industrial activities so far to outgain his moral and intellectual growth that he stands as a small boy amid an exciting array of matches, gasoline, tommyguns, and daggers, eyeing all other little boys with suspicion and determination to prevail.

Man has looked to education as a way of improving his status and of securing advantages unto himself. Now he lives in a world of vast organization and machines too big and too expensive for him to own alone. These offer him limitless amounts of goods, conveniences, comforts, and toys, but place him in a position of vast interdependency requiring worldwide cooperation. He does not know how, nor is he disposed, to cooperate. His schools continue to build in him the motivation of individualism and predatory inclinations.

We who presume to educate the young, who meet in conventions to proclaim our missionary zeal and thus demand of the public eternal security of position and of salary, must assume the responsibility for leading man *in this generation* from the wilderness of small-group egotism and advantage-seeking to the promised land of plenty and security to which our science and our genius for organization has built a broad and well marked road.

To the mind of a young child, sufficiently mature to comprehend the fact of government and as yet unspoiled by the facts of the exploitation of man by man, the need for a united world is readily obvious. Do you teach that little more than 150 years ago we Americans began a demonstration of the possibility of a united world? Our name is the *United States of America*. Do you teach that after a while it became necessary to maintain our unitedness by force, that since that time no state has borne arms against another, nor maintained readiness for it? Now we have the need, communication, transportation to achieve unitedness of the world. If we fail this time, our civilization is dead.

—HOWARD A. LANE in *Michigan Education Journal*.

# AN ANSWER to an EX-MARINE

*Pupils discuss ideas  
of critic of education*

By DORA E. PALMER

SOME TIME AGO *The Saturday Evening Post*, through the lips of Ex-Marine Kenneth Merrill, fired a broadside at American public secondary schools.<sup>1</sup> The article was reprinted by *The Reader's Digest* and appeared in thousands of high schools,<sup>2</sup> at which time my English classes carried on a spirited discussion of Mr. Merrill's ideas. In defense of our school and others like it, may I pass on a few of our conclusions?

The theme of the *Post* article, if I understand it correctly, is that high schools are cultural hothouses, in the rarified air of which young men and women blossom, often unwillingly, on an impractical diet of "classics" and theory, emerging wholly unprepared for the chill blasts of everyday life. As a result of his experiences upon returning to high school from Pacific campaigns, Mr. Merrill is moved to suggest sweeping the sissiness out of our schools by substituting a practical curriculum for the present one.

My students, both college-preparatory and non-college, concurred in the idea that

<sup>1</sup> *The Saturday Evening Post*, December 9, 1944.

<sup>2</sup> *The Reader's Digest*, February 1945.



EDITOR'S NOTE: *The author discussed with the pupils of an English class a Saturday Evening Post article in which a former marine criticized American high schools. This article reports the points of agreement and disagreement of the pupils and Miss Palmer with the critic. The author teaches English in North Quincy, Mass., High School.*

more technical courses are needed and that more practical handwork must be provided to train the large percentage of pupils who are not college material. Some of the Marine's specific examples were applauded: the beauty-parlor training, welding, machine-shop training. Many boys said that such courses as the latter two should be made available to all boys their age so that it would not be necessary to transfer to the trade school of our city school system, with the consequent exclusion of almost all cultural learning, in order to get much of the practical groundwork which they desire.

At that point our agreement with the Marine stopped and the discussion grew very much more heated. I had asked each pupil to prepare a chart with three columns: *What is Bad in Our School, What is Good in Our School, What We Need in Our School*. I have already spoken of the items in the third column; the items of the first two were also very interesting.

The "bad" things were primarily physical defects of our school—too small auditorium and cafeteria, biology and plant rooms on the wrong side of the building to get any sun (because of a shift of plans after the architects' blue prints had been approved). Some boys said they wished that we didn't have so many courses in music and art, but others defended these subjects vigorously. Especially noteworthy was the statement by a non-college class that the arts and classics must be provided for as many high-school pupils as possible, lest the culture and refining influences of the ages be lost to our civilization. In the "good" column were such items as an ex-

cellent mathematics department, good sports equipment, and plenty of new texts.

On one point all pupils were positive. The Marine's article paints a false picture of the American high school as they know it. Discharged service men will be returning to our school and city, too; we do not believe that the picture which the Marine paints will be true of us.

The following specific objections were made to the article:

1. The Marine told of being assigned "Bob-'o-link, Bob-'o-link, spink, spank spink" for memory work in senior English. In how many public high schools today do seniors memorize that type of poem? In our city the poem is set to music for grade four.

2. The Marine said that his high school in Arizona "ranks among the best in the nation", despite his statement in (1) above. Compared to Illinois, Michigan, California, New York, and Massachusetts, for instance, what percentage of all the public high schools in Arizona would be Class A? On what does the Marine base his statement? His description of it seems to belie what he wants us to believe.

3. The Marine said that he interviewed 100 returned service men in "several states" and that their opinions of high school coincided with his. Which are the several states? Are those states progressive educationally?

4. Is the newly-returned Marine, for whose deeds we have the highest admiration, in a fit state of mind to be content with any public high school, no matter how streamlined and practical its course? Does not the answer to the education of returning service men lie, as our Marine suggests, in the establishment by the city of classes specifically designed for them and to

which only service men, always more emotionally mature than untried school boys, shall go?

5. Why must the conclusion be drawn that the classics always constitute stuffiness? I wish that the Marine might have been present in my English classes when we dealt with *The Merchant of Venice* from two points of view: the attitudes of daughters toward their parents, then and now, and the sixteenth-century version of anti-Semitism compared to our modern teaching of intercultural relations. The play was used as a source book for our unit of study, Argumentation, with all its sub-divisions of Defining Terms, Rationalizing, Prejudice, and Logical Reasoning. The students in our school are normal youngsters, but they certainly enjoyed the debates which that play prompted. There was no hothouse atmosphere in those classes, and, I might add, very little "hot air".

In conclusion, we accept the challenge that much may still be done to insure graduates better fitted for future work and post-war living. We do not accept the Marine's high-school experiences as valid for the entire country. Especially, we realize and bewail the possibility that thousands of readers may make hasty and unfair judgment of all American public high schools from reading the Marine's article. The Marine says, "This process they call education is not what I want or need."

We hope that this article shows that there are many classrooms in the United States in which pupils are awake and enthusiastic over even a classic when the material is presented so that the values and concomitant learnings are those which *will* be of use to the students as future citizens.



The doctorate in education seems to be growing in favor as a distinctly professional degree, analogous to, if not as yet wholly comparable with, the professional doctorates in medicine and closely related technologies, such as dentistry, public health, and veterinary science.—W.C.B. in *School and Society*.



# Diversified Attainments through

*It offers training  
for many callings*

# DRAMATICS

By W. N. VIOLA

MUST THE THEATRE become the career of each girl and boy who indulges in a high-school course in dramatics? Not at all. The subject covers such a vast scope of activities that one of the outspoken masculine members of a dramatic class described the situation by remarking, "You learn just about everything in a course like this." And one of the girls in the same group, not to be outdone, added, "Yes, you even learn the art of sewing and interior decoration."

Take the case of Arabelle. She hadn't the slightest idea what dramatics was about before enrolling, but she had heard that it was very different from any other subject she had had. The study of drama, scenery, lighting, and make-up fascinated her, but the history of costuming really captivated Arabelle. In fact, this was her "dish". After graduation she made a more thorough study of costume design, which resulted in a position in an exclusive dress shop located in a New England metropolis.



EDITOR'S NOTE: *When pupils who have taken dramatics are graduated, few of them ever become actors. But, as the author points out here, the non-acting phases of show production give pupils training that they later use in various, more prosaic careers. Probably in many of the cases Mr. Viola reports, the vocational bent was present before the pupil took dramatics. Be that as it may, the value of the training remains. The author is chairman of the speech department of Pontiac, Mich., Senior High School.*

Lorenzo enjoyed puppetry because he and his chum were allowed to present their show before various groups in the community. He thereby learned a great deal about practical psychology, and he continued to entertain and learn while attending college by presenting humorous talks.

The ministry was Lorenzo's choice. His first congregation was in a small town with only two churches. Neither of them was doing well. Lorenzo persuaded the young people of both institutions to join forces in a successful dramatics entertainment. The older people appreciated the situation, and eventually the two weak groups joined in one cooperative organization, while Lorenzo began drawing a double salary. He is now minister of a large church in a mid-western metropolitan area.

Walton was a boy who needed an extra credit, so he found himself in the dramatics class. Unknown to his companions, the ministry was his ambition. (Right here it must be understood that all boys who expose themselves to dramatics do not become ministers. But by and large, Walton is such an exceptional case that he is too good to dismiss.) During the course Walton enjoyed the manipulation and effects of stage lighting. He became such an expert that his classmates pictured him as a master-electrician for the rest of his life. Indeed, he later invented many devices for use in his field of endeavor. One example will suffice.

One Sunday evening his congregation sat listening to his sermon about the crucifixion. At the psychological moment there appeared an illuminated cross, as though

it had arisen from the floor. During the minister's discourse he had gestured with one hand while manipulating the contrivance with the other from behind the pulpit.

Eventually the possibilities of radio interested him, and Walton became one of the first pastors to introduce church-of-the-air programs in a north central state.

Janice enjoyed play production, both directing and acting. She was clever in managing people and had an uncanny ability for memorization. It was she, in the part of Jo, who led the players in "Little Women" to a memorable success. Janice's deft direction of the one-act plays delighted her classmates. After two years in a southern college with a well equipped drama department, she became secretary to an Artscraft group.

Shortly thereafter Janice found herself head of a players' group among the employees of a large department store, and eventually became one of the first women radio announcers for that establishment.

Rubina was a timid soul when she first entered the dramatics class, but her timidity was overcome when she discovered that plays were actually published for anyone to read. From that time until her completion of high-school, Rubina's spare time was spent in the library, hunting for more plays to read. She matriculated at a university majoring in library work, and today Rubina holds the position of librarian in one of the major cities of the mid-west.

Willis enjoyed modern one-act plays, especially when the latest attire for the male members was required. His eyes would gleam when he was given an opportunity to decide the proper apparel. Fortunately the other boys were not too particular about who did the choosing, and they secretly wanted to be in fashion.

Graduation came, and Willis had no desire to attend college. What to do? An ideal A haberdashery shop was the "sharp" solution—and a most successful venture until Willis' entrance into the armed services.

Abelard was always thinking about publicity stunts for the play productions. Ticket sales soared when he took charge of the advertising committee for the annual spring comedy. Abelard's first position after graduation was in a home-town department store whose owner allowed him to try out ways and means to attract customers. After a few years of such experience Abelard became advertising manager of a large chain-store.

Linny was fascinated with puppetry and the effects it had upon children. Her love for youngsters led her to a kindergarten school, where she completed a course for teachers. The first teaching equipment in her schoolroom was a puppet stage. Linny developed into an unusually successful "kindergartner", an envied member of the faculty in her community.

Godwin was a handsome chap with personality "plus". During his high-school career the leading male role in any play fell effortlessly to him. The leading girls fell for him also. Others, both male and female, did likewise. "One could almost die for him," fluttered a feminine voice. Well, why not? Godwin is now the leading mortician in his home town.

Helena liked nothing better than drawing pictures of costumes and scenes for plays. Eventually the young artist realized her ambition, first through the sale of black and white ink sketches for gifts, and finally through illustrating children's books.

The art of make-up attracted Ruby's attention to its possibilities for transforming the girls into alluring individuals. One idea entered her mind during her dramatics-class experience, and she held to it tenaciously. After a special course in cosmetics, Ruby established a beauty salon.

Must a person enter the theatrical profession because he has been in a dramatics course? Not at all! My pupils have entered any number of non-theatre occupations which were first suggested to them by their contacts with some phase of dramatics.

# Getting More Value from CLASSROOM FILMS

By JOE PARK

THOSE WHO VISIT SCHOOLS where motion pictures are used have been in classrooms in which teachers have shown a film, turned off the projector, and then have proceeded to ignore the content or the subject matter of the film. Indeed, immediately after the viewing of the film, the teacher may have directed the attention of his pupils to some topic far removed from the picture's subject.

Such a conspicuous ignoring of the content of the film keeps pupils from seeing the relationships between its subject matter and the topic which they are studying. Moreover, the pupils are denied the opportunity to ask questions, express opinions, and clear up misconceptions. Certainly this practice cannot be defended if the film is in any manner related to the subject matter being studied by the children; and, it might be added, if the film is not related to the subject matter, it should not be used in the classroom as a teaching aid but should be relegated to the assembly or the theater for purposes of entertainment.

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EDITOR'S NOTE: *The author reports that some teachers lean too heavily on one abrupt showing of a moving picture, after which the class goes on to an unrelated topic. This article reports the opinions of some 800 pupils on that procedure, and suggests a 7-step plan for getting the most out of a film showing. Mr. Park is assistant professor of education and director of the curriculum laboratory of the School of Education, Northwestern University, Evanston, Ill.*

One wonders what must be the reactions of pupils to such procedures. Do they believe a class discussion or a study period would help them better to understand the films which they see? In connection with a recently reported study<sup>1</sup> it was possible to ask and obtain from 807 pupils answers to the following question: "Do you believe a class discussion or a study period on this film would enable you to understand it better?"

The pupils who answered the question were selected from the elementary and secondary schools of the Evansville, Indiana, public school system. They were asked the question after they had viewed one of eight recently released classroom sound motion pictures. The pupils could respond to the question by an answer of "yes", "no", or "?". A summary of the responses of the pupils is given in Table I.

These data clearly reveal that in most groups of pupils the majority believe that a class discussion or a study period would enable them better to understand the film. Only in three groups did the number of pupils giving an answer of "no" exceed the number of "yes" answers, namely, *Brazil*, fifth grade and seventh grade, and *China*, eighth grade. In the cases where the pupils gave a "no" answer it is impossible to say how much they may have been influenced by "unfortunate experiences" during past class discussions, a general disdain for work, or by a failure to realize their need for study and discussion.

<sup>1</sup> Park, Joe, "Vocabulary and Comprehension Difficulties of Sound Motion Pictures." *School Review*, LIII (March 1945), pp. 154-161.



That there exists a need for further discussion and study following one film showing is difficult to deny. In this study was discovered that pupils, with rare exceptions, did not learn from one showing all the factual information there was to be gained. If this can be accepted as true,

and relate content. Allow pupils to ask questions. As a group, agree upon what should be looked for when the film is next shown. Some teachers make a list of questions, with the aid of their pupils, which will guide all in this second viewing. Others prepare questions on the film and write

TABLE I  
PUPIL RESPONSES TO THE QUESTION, "DO YOU BELIEVE A CLASS DISCUSSION OR A STUDY PERIOD ON THIS FILM WOULD HELP YOU UNDERSTAND IT BETTER?"

<i>Film Viewed</i>	<i>Grade</i>	<i>No. of Pupils Viewing Film</i>	<i>Per Cent of "Yes" Answers</i>	<i>Per Cent of "No" Answers</i>	<i>Per Cent of "?" Answers</i>
Growth of Cities.....	7	50	66	30	4
	11	32	68	30	2
Westward Movement...	8	38	56	36	8
Chile.....	5	47	63	32	5
	7	50	60	28	12
Brazil.....	5	45	42	44	14
	7	40	38	47	15
	11	35	80	12	8
China.....	5	43	66	25	9
	8	39	41	54	5
	11	35	80	16	4
Theory of Flight.....	8	33	80	20	0
	11	34	76	24	0
Problems of Flight.....	8	39	43	43	14
	11	33	86	14	0
Sunfish.....	4	42	74	10	16
	5	48	72	28	0
	6	56	84	16	0
	7	51	58	40	2
	10	17	63	30	7

teachers must assume a responsibility for re-showing films and for guiding their pupils in the study of the content of motion pictures. In so doing the teacher might keep in mind some of these suggestions:

1. Select and use films which make a direct contribution to the subject.
2. Before projecting a particular film, make certain that the pupils have a clear idea of why the film is being shown and what it is that they are expected to see.
3. Show the film and provide an atmosphere conducive to a careful viewing.
4. Follow the projection by a period during which the teacher can point out facts

them on the blackboard previous to the first projection of the film.

5. Project the film for the second time.

6. Have further discussion, supplement film with other aids, textbook, reports, etc.

7. Summarize the content of the film and fit it into the larger pattern of the subject under consideration.

This recommended procedure is only suggestive. Successful teachers will think of many ways to modify and to add to it, but they will always keep in mind one major purpose—that is, "to secure the greatest amount of instruction value possible from the classroom motion picture".



# SCHOOL NEWS DIGEST



Edited by THE STAFF

**SURPLUS BONANZA:** Army and Navy equipment worth billions of dollars is being earmarked by the Surplus Property Board for immediate postwar service in schools and hospitals of the nation's poorer communities, reports the newspaper *PM*. Schools in such communities can obtain this material and equipment "virtually cost free."

Everything from complete hospitals to athletic equipment will be available to schools and other non-profit institutions which can show: (1) That they could not afford to buy such equipment through normal trade channels. (2) That they will provide necessary building and staff to use the material correctly. The only charge is a nominal sum to cover the cost of shipping.

For instance, any school can obtain the equipment for a health clinic, including X-ray machines, if the school board could not afford to buy the equipment, but can provide a doctor.

Communities that qualify on the basis of need and inability to pay can also obtain:

All equipment needed to set up a kitchen for school hot lunches—from knives and forks to refrigerators.

Sound motion-picture projectors and educational film.

Radios for every classroom in the school.

Linguaphone-type equipment for language classes.

Athletic and physical-education equipment.

Books and equipment to establish a library.

Hand tools, machine tools, and industrial crafts material for manual-training classes.

Laboratory and research equipment, and scientific instruments.

The U. S. Office of Education is now working out a plan for the equitable distribution of these surpluses to the schools.

**RICHARD D. ALLEN:** Dr. Richard D. Allen, for many years one of the leading authorities on public-school guidance, died on August 23 in Providence, R.I., following a long illness. Dr. Allen was assistant superintendent of schools in charge of guidance at Providence; an associate editor of *THE CLEARING HOUSE*; expert consultant on guidance of the U. S. Office of Education; former president of the National Vocational Guidance Association; author of the *Inor Group Guidance Series*; and originator of the Providence guidance program, which influenced the development of guidance in school systems throughout the country.

**CLOSED SHOP:** Recently a school signed a closed shop agreement with a teachers union, states *New York Teacher News*. The school was the Metropolitan Music School, of New York City. The union was the Teachers Union, CIO. There are 36 teachers employed in the school.

**COACHING:** Teachers who coach football teams in New York City high schools refused to continue their duties this fall until the board of education granted all sports coaches an extra-pay schedule. Pupils in some high schools staged mass walkouts in sympathy, giving the board an additional headache from the loss of 70 cents in State aid per day per absent pupil. The board agreed to meet the coaches' extra-salary demands—ranging from \$600 a year for football down to \$100 a year for minor sports. Teachers who serve after school in charge of non-athletic extracurricular activities watched this situation with interest. Said *New York Teacher News*: "All school activities should be part of the curriculum and extra teachers should be assigned to them just as they are to classwork." (P.S. The high-school speech teachers of the city, emulating the sports coaches, have just asked the board for extra pay for time spent coaching pupils in dramatic and other after-school activities.)

**FILMS & BOOKS:** The possibilities of correlation between films and textbooks will be "explored more fully" through a survey financed and supervised by a group of publishers. Those backing the survey are: Harcourt, Brace & Co., Harper & Brothers, Henry Holt & Co., Houghton Mifflin Co., The Macmillan Co., Scholastic Magazines, and Scott, Foresman & Co. Name of the project is The Teaching Films Survey. The publishers taking part believe that the accelerating use of films and film strips in education "is definitely related to the accumulated experience and editorial competence of the textbook publishers," and hope to "discover ways and means of participation".

**CONVENTION:** The 25th annual meeting of the National Council for the Social Studies will be held in Milwaukee, Wis., November 22 to 24, at the Hotel Schroeder. Theme of the meeting will be "Facing the Over-all Tasks in Social Education". Details on the meeting may be obtained from the Council's headquarters, 1201 Sixteenth St., N.W., Washington 6, D.C.

(Continued on page 192)



# What is in Store for Veterans?

**D**IXON WECHTER, in his *Johnny Comes Marching Home*, describes what has happened to the returned soldier in each of our previous wars—the economic burden and sacrifice most of them have had to bear after the wars had ceased—inflation, unemployment, maladjustment.

In this war, while four hundred corporations alone have piled up nearly eighty billion dollars in profits and reserves, while the take-home pay of wage earners has increased typically from 50% to 100% (except for teachers and many other white collar workers) we have declined to pay cash for more than a third of the cost of the war.

The end of the war will find us with a national debt of not less than \$300,000,000,000—six times as much as anti-New Dealers said in 1935 would bankrupt us. This amounts almost to \$10,000 per family, upon which interest must be paid annually. This is a debt to the average family of from \$7,000 to \$15,000, as real as if each family had a given mortgage for that amount.

In other words, while we have wallowed in such wealth that we couldn't even find goods to spend it for, we have virtually said that we will not pay for more than a fraction of the war until the boys who fought come home and help pay for it—perhaps under conditions of far less prosperity and national income.

Certainly then if we are to hand the homecoming young veteran a bill for most of the cost of the war, we should make every effort to see to it that he has a good chance—a job at good wages, or a chance to do well on the farm or in business. That means that we must keep up

the national income, keep full employment, and keep wages and profits of farmers and small businessmen high. And that means education of the masses along the lines that will enable them to distinguish between practices, measures, and candidates which will bring on depression and deflation, and those which will insure full employment and good business.

Among the things about which all of us need to know more, which operate to bring on depression and to decrease the standard of living, are the following: cartels and monopolies, abuse of our patent laws to keep inventions off the market, strikes, slow-downs, high tariffs, waste of time and materials, lowering of per-hour wages and of farm prices, high rates of interest, high costs of carrying charges in instalment buying, and any other practice which tends to reduce the amount and spread of purchasing power among the masses or to decrease the total amounts of goods produced and services rendered.

Questions like these are somewhat complicated, yet not any more difficult to study than mathematics or a foreign language. More time is needed than they have received in the curriculum in the past.

Democracy in this day and age of mass production, complicated finance, and economic interdependence can hope to succeed only if the voting citizen understands these matters. Whether he understands them in the years to come depends primarily upon what we teach in the schools. At present we are not doing an adequate job in this area.

What the people don't understand, they are likely to misunderstand. Until we understand how these things operate to con-



dition our economic prosperity, we will continue to vote for officials and representatives whose platform, they claim, is "God, America, home, mother, and the common peepul" and who are "agin bureaucracy, and government regimentation, starry-eyed planning". The natural consequence will be a few years of relatively full employment, inflation and inefficiency—and then panic, deflation, unemployment, misery, and danger of revolution and chaos.

That's the prospect for G.I. Joe when he comes home to share in the big money he has been told that everyone is making while he risked his life and health for \$100 a month or thereabouts.

All the good intentions in the world and all the preference given veterans for jobs will be a sorry substitute in a period of great depression and unemployment, as any veteran of the last war who was an eco-

nomic casualty of that war will testify—especially those who marched to Washington, D.C., and who were set upon and dispersed and their shacks burned by order of the President.

As Dixon Wechter put it:

Down Pennsylvania Avenue came cavalry in the lead, followed by tanks, machine gunners, and infantry. Tear gas and the flat side of the saber were effectual weapons. Only two veterans were killed, in the rout that surged back toward the Anacostia flats. To clear birds of passage out of that nest, shanties and tents were set afire. The rag-tag Bonus Army—one of the most pathetic symbols of those dark days—gathered up its meager trappings and with the help of private charity along the road withdrew to bread lines, soup kitchens, park benches, and barns of the hinterland. Whether justly or not, President Hoover's legendary halo of the war years, as the Great Provider, had vanished with them.<sup>1</sup>

HARL R. DOUGLASS, Director  
College of Education  
University of Colorado  
Boulder, Colo.

<sup>1</sup> Wechter, Dixon, *When Johnny Comes Marching Home*, Houghton Mifflin Co., 1944, pp. 447-8.



## Committee on Community Questions

Attacking problems of possible serious community import at the "molehill" stage is the special function of a Problem Appraisal Committee organized informally three years ago in Bay City (Mich.) Before the group come social, educational, religious, and recreational questions of community-wide interest. The five members appraise and evaluate each problem at weekly meetings, and pass them on to the agency that is best equipped to improve the situation.

The original group is still functioning, reports Supt. Benjamin Klager of Bay City schools. It consists of the executive secretary of the community chest, the superintendent of schools, president of the ministerial association, supervisor of Catholic charities and social work, and a Jewish rabbi. Within the group, discussion is careful and frank. The organization chosen to "follow through" on the problem does so with a feeling that it has support and understanding among the community groups with which it must work, since each member of the appraisal committee reports back to the group he represents.

Any new activity or social program that is not fully understood is presented to the committee by its own representative; this process has resulted in smooth acceptance of such functions as the children's center, the state experimental program of adult education, the visiting-teacher program, the veterans' council, and the visiting-nurse service.

Samples of the type of program receiving consideration in the past three years have been weed day, religious education, juvenile delinquency, recreation for youth, migrant workers, and child-care centers.

As evidence of success, Supt. Klager reports that in three years there has been "no serious conflict of opinion, and no wide difference of opinion between groups represented." No publicity or fanfare has attended the group's activities, and many members of the community may not even know of its existence. But, concludes Supt. Klager, "It is safe to say that any problem of consequence will receive the attention of the group before it has reached serious proportions."—*Michigan Education Journal*.

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## The Principal and the Rod

By DANIEL R. HODGDON

Spare the rod and spoil the child. From Long Island comes our latest corporal punishment philosophy as promulgated by the courts.

A principal has the right to use the rod to correct the child. Only one state in the United States has a law against corporal punishment, and that state is New Jersey. Louisiana law permits corporal punishment with the consent of the parents, because much of its law is of French origin rather than from English common law as found in the other states of the country.

In this case much was said about the use of corporal punishment and definite principles were laid down for the teacher.

Following a number of complaints about the conduct of a particular boy, the principal decided to administer corporal punishment after the boy deliberately threw or dropped a book from an auditorium balcony on the heads of children below. The pupil was escorted into the principal's office, and in "ye olde tymes" manner, before another teacher, placed upon a chair in a position which enabled the principal to strike the child's buttocks with a stick—apparently a ruler or piece of yardstick.

A day or two later the school physician and the parents' physician examined "the said buttock", and the school physician found a "black and blue mark" on the boy's right buttock. The family physician reported that a few areas of ecchymoses on both buttocks were present. Now ecchymosis sounds bad, but it only means "bruise", or "black and blue" spots. There the doctors agreed in substance, if not in words, as to the extent of the results of the paddling.

The court held these to be the natural result of administration of blows to tender buttocks by means of a rod such as a ruler or yardstick. And no cause of action could be sustained for assault.

The following principles were set forth by the court for future reference by principals:

1. No teacher's license can be annulled for administering corporal punishment inflicted in a reasonable manner and moderate in degree (*Penal Law: Section 244, Subdivision 1; Section 246, Subdivision 4*).

2. The provisions of the statute of the state con-

template corporal punishment as a means of discipline for children.

3. A school principal, or teacher for that matter, so far as inflicting punishment on a pupil for infractions of discipline is concerned, stands in the same position as the child's parents, who can inflict punishment on a child for misbehavior at home (*Penal Law: Section 246, Subdivision 4*).

4. The statute provides, in addition to the common-law right, that a principal may, in exercise of lawful authority, correct a pupil if the force or violence used in so doing is reasonable in manner and moderate in degree (*Penal Law: Section 244, Subdivision 1; Section 246, Subdivision 4*).

5. A school principal has a right to use reasonable judgment as to when to inflict corporal punishment.

6. It is necessary for the principal in reaching this determination to consider the pupil's conduct generally, and the acts of the pupil not only on the school premises, but in connection with other pupils even though off the school grounds.

7. School principals who are not in direct contact with a pupil have a right to rely on reports made to them by teachers of the pupils, for the purpose of determining what measures of correction should be taken at the time for infraction of discipline.

8. Because of the advantage which a teacher or principal has in being present at school, and having before him the circumstances, in determining reasonable punishment of a pupil for infraction of discipline, a considerable allowance will be made to the teacher or the principal by way of protecting him in the exercise of his discretion—particularly where it does not appear that he acted with malice or anger.

The court cited the Bible as follows in upholding the principal's right to administer corporal punishment:

"He that spareth his rod hateth his son: but he that loveth him chasteneth him betimes." (Proverbs, 13:24)

"Withhold not correction from the child, for if thou beatest him with the rod, he shall not die."  
"Thou shalt beat him with the rod, and shalt deliver his soul from hell." (Proverbs, 23:13-14)

"The rod and reproof give wisdom but a child

left to himself bringeth his mother shame." (Proverbs, 29:15)

Justice Collins wrote, in his opinion, that a principal or teacher in determining what, if any, punishment should be imposed on a pupil is called upon to exercise reasonable judgment. It is obvious that in doing so he could not and should not be confined to one particular instance of misconduct. To determine whether such punishment should be imposed for the correction of the child and the preservation of discipline in the school, it seems obvious that it is necessary for the principal to consider the boy's conduct generally and the acts of the boy not only in the school house or upon the school premises but in connection with other pupils even though off the school premises.

The principal stands exactly in the same position, in this respect, as would the parent of the child had the parent been called upon to correct the child for misbehavior at home. The statute makes no distinction between the two positions, namely, that of teacher and that of parent. In such a case it would be proper for the parent to consider the child's general behavior in determining the nature of the punishment for the particular infraction.

This principle still reigns in all courts or institutions in considering what punishments shall be imposed. The inflicting of punishment by spanking with a stick similar to a ruler is not considered an unreasonable method, and if such punishment is moderate in degree, the right of the principal to inflict corporal punishment can be upheld.

*People v. Mummert*, 50 N.Y.S. (2d) 699 (Nassau County, N.Y., July 26, 1944).

### *Can't Sue for Injury on Door Knob*

A boy was playing with a football on a school ground and ran into a support about three feet high which was attached to a flag pole by a bolt extending through the braces and the pole at a point about thirty-four inches above the ground. At one end of the bolt was a washer, and a nut. The end of the bolt and the nut extended about two

and one half inches out on the side of the brace. The bolt head had no covering guard to make it safe for pupils playing about the flag pole. The pupil was engaged in a running game and collided with the protruding bolt and was injured.

It was alleged that the bolt was a dangerous and defective "condition" of school property and the board had failed to remedy it within a reasonable time.

It was necessary to prove that the board had knowledge of this condition, and that this was not the usual way of maintaining flag poles and bolts, for which purpose school authorities are required to use only ordinary care. A school board cannot reasonably be expected to anticipate that children might run into such an object as a flag pole.

Liability arises when defective property is used in its ordinary, usual, and customary manner—not from unusual and unauthorized use. The board was not under obligation to anticipate what was unlikely to happen.

In this case the child was above the average intelligence, and the court held that he should have known better than to run into a flag pole he could easily see. He was considered old enough to justify a finding of contributory negligence on his part.

The board or school district were not held liable in this case.

It should be noted that there are several cases in which boards have not been held liable for such injuries sustained by pupils when they ran into protruding water faucets, drinking fountains, or older children.

The court said: "Common sense suggests that school districts are under no obligation to build schools to preclude possibility of injury. If they were required to do so a kindergarten child could sue for negligence for injury sustained when running into a door knob."

*See Bouglm v. Los Angeles*, 7 Cal. App. (2d) 347 46 P (2d) 223.

*See Ellis v. Burn Valley School District*, 128 Cal. App. 555, 18 Pac (2d) 81; *Hough et al v. Orleans Elementary School District* 144 Pac (2d) 283 Dec. 30, 1943.



### *How Healthy Are We?*

Contrary to the popular notion, the United States is far from being the healthiest nation in the world. Just before the war began, seven countries had lower infant death rates than our country; from seven to eleven countries, varying with the ages considered, had lower death rates among adolescents; twenty or more countries had lower death rates among persons between the ages of 35 and 64.—*The American Teacher*.



# Can you explain



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# BOOK REVIEWS



PHILIP W. L. COX and EARL R. GABLER, *Review Editors*

***General Education in a Free Society: Report of the Harvard Committee.*** Cambridge: Harvard University Press, 1945. 267 pages, \$2.

*General Education in a Free Society* is the product of two years of study of many aspects of general education by a committee consisting largely of members of the Faculty of Arts and Sciences of Harvard. Despite the clear organization and lucid expression that characterize the volume, the reviewer cannot avoid the impression that the mountain of labor has produced a mouse.

It is not that he disagrees with their conclusions and recommendations that diminishes his enthusiasm. Rather it is a let-down feeling that they are so conventional, to wit: Of sixteen courses for the bachelor's degree, six in "general education" to be required, at least one in the humanities, one in social sciences, and one in the sciences, none of which are to be counted by an individual student to fulfil both general and concentration requirements; three more general-education (second group) courses,

only one of which may be within the broad area in which the individual is concentrating.

Aside from these rather conservative departures from conventional practices, there are stimulating and interesting chapters dealing with educational and social history, the theory of general education, problems of diversity, areas of general education, and general education in the community. Especially interesting to readers of *THE CLEARING HOUSE* is that on "Areas of General Education: The Secondary Schools", which discuss aspects of subjects.

The final chapter, "General Education in the Community", seems not to recognize the implications of the democratic technological world that has long divorced, for good or for evil, the verbalized erudition of the lecture hall. The common man's purposes, standards, emotional balance, technical efficiencies are got by personal experiences, not by reading or listening or memorizing or even consciously philosophizing. If "general education" is to affect the community beneficently its generalization will have to include unspecialized practical

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*Organization and Administration of Secondary Schools* (rev. ed.), by HARL R. DOUGLASS. Boston: Ginn & Co., 1945. 659 pages, \$4.

High-school administrators and instructors in secondary school administration will welcome this revision of Douglass' *Organization and Administration of Secondary Schools*, first published in 1932. The plan of the book has been little changed: that which was of such value in the original has been retained; new developments are explained as addenda to most chapters; and new chapters have been added, dealing with staff relationships and relationships with higher institutions. Bibliographies and examples have been brought up to date. The revised edition, like the original, will surely find wide acceptance by the educational profession.

*Backgrounds of Conflict*, by KURT LONDON. New York: Macmillan Co., 1945. 487 pages, \$5.

Occasionally since the overthrow of parliamentary government in Italy in 1922, there have appeared books, pamphlets, and articles attempting to explain political, economic, and other social forces, programs, and maneuvers which have underlain the control of nations and other populations by organized groups, whether termed communist, fascist, or finance-capitalist. In practically every such exposition much stress has been properly laid on the philosophical orientation by which the controlling minorities have sought to justify their domination of the majorities by pressures, intrigues, or coup d'etats.

The most recent, succinct, and successful of these analyses and evaluations, in the reviewer's opinion, is Kurt London's *Backgrounds of Conflict*. It is more limited, to be sure, and hence, perhaps, less constructive than many of its predecessors, from Bertrand Russell's *Proposed Roads to Freedom* (1919) to Harry W. Laidler's *Social-Economic Movements* (1944). London compensates for such shortcomings by his clear grasp of the relationship between the purposes of the ruling groups and the instruments of indoctrination—persuasion, deceit, compulsion, terror—they have used. Since the control of children and youth has been so all important to the maintenance of the power groups, American educators will find his treatment of schools and "youth movements" most enlightening.

London treats the Soviet Union much more gently than he does fascist Italy, nazi Germany, militarized Japan, and Vichy France; he is vague and

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gingerly in his treatment of the British and American flexible and contradictory democracies; and he gives no more than incidental comment on falangist Spain, social-democratic Scandinavia, and republican Switzerland. He is very gentle with the political activities of organized religion except in the cases of Russia and Japan.

Very possibly the caution evident in his treatment of some aspects of conflicting ideas, institutions, and practices reflect London's background of experiences, and his status. If he "draws his punches" in dealing with Russia, Britain, and America, the recency of his American citizenship and his present employment in government service may explain it. P.W.L.C.

*Everyday Junior Mathematics*, Book II, by WILLIAM BETZ. Boston: Ginn & Co., 1945. 482 pages, \$1.28.

No subject in the junior-high-school curriculum is so alternately justified and condemned and for such heterogeneous reasons as mathematics. In the introductory chapter of the second book of his "Everyday Junior Mathematics" Series, Betz expounds the services of mathematics to the nation and to the world as motivation for the year's work. Under Unit I, computation, measurement, and scale drawings are treated. Unit II deals with money, banking, and investments. Unit III combines concrete applications of geometry, trigonometry, and ratio and proportion. Unit IV has to do with insurance and taxation. Algebraic processes, called here "the shorthand of mathematics", make up Unit V. A "review unit" is entitled "Arithmetic and Geometry".

Most chapters close with tests; the volume ends with a "comprehensive mastery test". The illustrations and diagrams throughout the text are effective.

The reviewer's reservation in regard to the content here offered under the title *Everyday Mathematics* is due to his skepticism of its validity, and hence, of the likelihood that even the pupils who pass the comprehensive mastery test satisfactorily would retain long what they have "learned". But he grants that it is better to have known and lost such information and skill than never to have known at all.

*Selecting an Occupation*, by C. A. PROSSER. Bloomington, Ill.: McKnight & McKnight, 1945. 154 pages, 60 cents.

This information book on *Selecting an Occupation* is the first of a "Life Adjustment Series"; other titles will be *How to Get a Job and Win Promotion*; *Keeping Physically Fit*; and *A Health Program*. The plan and materials of these booklets

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At any rate, it is worth trying. Hence the many books and syllabi of the past thirty-five years devoted to occupational information and advice, of which the one here noted is the most recent.

Its uniqueness lies partly in the up-to-dateness of its data and orientation and partly in the provision for the application of facts and ideas derived from each chapter in a "practice book" that is to accompany the "information book".

*On Education*, by SIR RICHARD LIVINGSTONE. New York: Macmillan Co., 1944. 158 pages, \$1.75.

In England during the war, fundamental reassessments of the purposes, strengths, and shortcomings of the education of youth have been vigorous and forthright. Dean Gildersleeve, in her foreword to *On Education*, asserts that one book has stood out as the most significant and helpful contribution, Sir Richard Livingstone's *Education for a World Adrift*. This book and his earlier essay, *The Future of Education*, make up the volume here reviewed.

In one sense, Livingstone clings firmly to orientations that have characterized dynamic English educators in the past. "The efficiency of a community," he says, "will depend on its technical and vocational education, its cohesion and duration largely on its social and political education. But the quality of its civilization . . . depends on its standards, its sense of values, its ideas of what is first rate and what is not. . . ."

He apparently thinks that such pre-acquaintance with ideas, relatively devoid of social significance when first made, serves as a mental framework which comes alive as the youth progresses in experience. Nevertheless, he regrets the ignorance of practical matters that characterizes youth. He quotes with approval Whitehead's exposition on "inert ideas". He cites with enthusiastic approval some aspects of the Danish Folk Highschool. He seems to the reviewer to be caught up in contradictory preconceptions of "what is first-rate and what is not" that have not been examined in terms of broad social values.

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He so completely misunderstands John Dewey as to accuse him of fostering early specialization divorced from "culture". Most of his recommended program for civic education, however, might well have been based on the program of the American Education Fellowship.

*Design for America*, by THEODORE BRAMELD and others. New York: Hinds, Hayden, and Eldredge, Inc., 1945. 165 pages, \$2.

Brameld, with the collaboration of Kenneth Hovet, Dorothy O'Shaughnessy, and Donna Trap-  
hagen of the Floodwood, Minn., High School, gives an account of an educational exploration of the future of democracy in *Design for America*. This exploration was a venture of the Floodwood pupils and teachers. It exemplifies an orientation of the high-school curriculum toward the future—an orientation that makes creative thinking and co-operative planning meaningful. While the character of the project is not so revolutionary as analysts R. B. Raup and B. U. Smith (whose evaluation is reproduced in an appendix) seem to believe, the published account is of great value and of timely significance.

It is good to have an educational philosopher get down to cases. By entering into and furnishing intellectual leadership and spiritual inspiration for this integration, philosopher Brameld follows Dewey and Parker, Pestalozzi and Vittorino da Fetre. His justification of the future as a frame of reference and establishment of the hypothetical plan may well serve as a pattern for the preliminary work of bold curriculum revision committees now laying out their work.

The orderly processes of a gifted mind characterize the entire volume; the discussion of motivation and orientation and of the objectives and day-by-day plans in the economic-political area, the arts and science areas, and the education and human-relations areas are enlightening and stimulating. The final chapter tells of the summary aspects of the project, involving concern for international aspects of the design for America, provisions for review, synthesis, agreements and disagreements regarding major proposals, tests and examinations, and evaluations of the project by the cooperating staff. The appendix contains questionnaires, tests, and schedule of periods.

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themselves, in some degree, to the realization of these promises. Of such is the unique quality of American democracy.

*A Practice Book in English Skills*, by R. I. JOHNSON and A. LAURA MCGREGOR. Boston: Ginn and Co., 1945. 115 pages, 48 cents.

This workbook should prove helpful if used in connection with socialized projects to provide motivation and applications. The exercises are organized under the headings: Some Trial Flights; Studying Sentences; Becoming Better Acquainted with Verbs, Nouns, and Pronouns; Watching Your Speech; Making Sentences Serve You Better; Writing Letters; Sentences of Different Design; and Some Special Practice.

*Health Teaching Syllabus for the Junior and Senior High Schools*, Albany, N.Y.: University of State of New York Press, 1944, 284 pages, 25 cents.

The general shift in emphasis in education from subject instruction to functional education is causing revolutionary changes in the curriculum. The philosophy and practices of health and recreation leadership and to a lesser degree of junior-high-school institutional orientations are peculiarly in

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*The Impact of the War on the Schools of Red Wing*, by N. L. BOSSING and L. J. BRUECKNER. Minneapolis: University of Minnesota Press, 1945. 118 pages, paper-bound, 75 cents.

The pamphlet here reviewed is the fifth of a series dealing with the community basis for post-war planning, based on Red Wing as a typical Minnesota community. The preceding four are *Red Wing Looks Ahead* (50 cents); *Out of School Youth in Red Wing* (50 cents); *The Impact of the War on the Community Leadership of Red Wing* (50 cents); and *The Diets of High School Students and Factors Influencing Food Habits* (50 cents).

In many respects the findings of these studies probably hold reasonably true for similar communities throughout the country. There has been a decrease of enrolment, particularly in the higher grades, and a somewhat greater amount of absence due to illness; adult emergency services have developed and provisions for the economically needy have been discontinued. Pupils are not well informed regarding proposed measures for reconstruc-

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tion. The formal curriculum has been moderately affected, partly through the syphoning off of peacetime enrolments to war-related subjects; but the student activity program has been vivified and enriched insofar as it reflects popular concern with the war. Community sentiment is content with the traditional goals of education, but it does favor a richer program of adult opportunities.

*Group Planning in Education*, by Committee on Group Planning, Paul J. Misner, Chairman. Washington: National Education Association, 1945. 153 pages, \$2.

The 1945 Yearbook of the Department of Supervision and Curriculum Development of the NEA is a significant contribution to current educational literature. Wartime experience has made many teachers and parents keenly sensitive to the importance of social intelligence and procedures as compared with the verbal fluency that has dominated traditional academic institutions. There is little if anything in *Group Planning in Education* that has not been said well and often before; but the processes of social education and their justification must be set forth again and again, persuasively and with concrete examples, if the stereotypes of "study-recitation-examination" are to be broken down.

The job of thinking together and acting together to achieve socially determined goals is all-important for an industrial democracy. The authors of this book show that it can be done successfully in many areas of school institutional life, by pupils, parents, teachers, and administrators.

*Public Understanding of What Good Schools Can Do*, by ROBERT S. FISK. New York: Bureau of Publications, Teachers College, Columbia University, 1944. 86 pages, \$1.75.

Because the public school is ideally a consciously controlled environment reproducing selectively situations typical of social life, it can function in accordance with its ideal only to the degree that the public supports, or at least tolerates its program. And the public must be repeatedly and freshly enlightened about its own purposes and values so far as they affect educational institutions. Only as positively-oriented laymen of the community are taken into the confidence of educational program makers can educational ideas be incorporated into the common view.

Dr. Fisk discusses the factors and catchwords that must be understood by the public if the community's school is to serve optimally. He then explains the cooperative project sponsored by Paul R. Mott, in which administrators of the metropolitan area and others are engaged. Appendices set

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The many administrators already acquainted with "The Fifteen Windows to Modern Education" will find the account of its development most valuable.

*Teacher Education in Service*, by CHARLES E. PRALL and C. LESLIE CUSHMAN. Washington: American Council of Education, 1944. 503 pages, \$3.

*Teacher Education in Service* contains reports of a number of adventures and experiments conducted with the encouragement of the Cooperative Study of Teacher Education of the American Council's Commission on Teacher Education. The authors were field coordinators of the staff.

The evaluation of the functions and methods of the central planning committee is reviewed; the work of the school policies councils explained; the progress of the study groups summarized; the school system workshops are appraised; and the developments of individual schools in curriculum adjustments are explained. The studies of teacher and community personnel and personal relationships, collaborative adventures among school systems, and the country-wide exploration of community problems are set forth.

The last two chapters draw some of the lessons

from the cooperative study and summarize the successful means used to initiate and carry through the projects.

The volume is an invaluable case book for co-operative supervision and community orientation, not only for teacher education but for school processes in general.

*Everyday Beauty Culture*, by HELEN LIVINGSTONE and ANN MARONI. Illustrated by Gladys Gazarian. Bloomington, Ill.: McKnight and McKnight, 1945. 115 pages, \$1.68.

Food, dentists, clothes and beauty-culture are four of the reasons why American women look different and are different. Other reasons, we hope, are basically biological and ecological. In personality and in appearance our girls and many of their mothers, aunts, and grandmothers have no parallel in other countries.

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2. *The National Council Yearbooks*. The first, second and tenth yearbooks are now out of print. The third on "Selected Topics in Teaching Mathematics," the fourth on "Significant Changes and Trends in the Teaching of Mathematics Throughout the World Since 1910," the fifth on "The Teaching of Geometry," the sixth on "Mathematics in Modern Life," the seventh on "The Teaching of Algebra," the eighth on "The Teaching of Mathematics in Secondary Schools," the ninth on "Relational and Functional Thinking in Mathematics," the eleventh on "The Place of Mathematics in Modern Education," the twelfth on "Approximate Computation," the thirteenth on "The Nature of Proof," and the fourteenth on "The Training of Mathematics Teachers of Secondary Schools," each may be obtained for \$1 postpaid. The fifteenth on "The Place of Mathematics in Secondary Education," the sixteenth on "Arithmetic in General Education,"—each may be obtained postpaid for \$1.75; the seventeenth yearbook, "A Source Book of Mathematical Applications" and the eighteenth on "Multi-Sensory Aids in Teaching Mathematics" may be had for \$2.00 each postpaid, from the Bureau of Publications, Teachers College, 525 West 120 Street, New York 27, New York. All of the yearbooks except the first, the second, and the tenth may be had for \$17.00 postpaid.

II. The Editorial Committee of the above publications is W. D. Reeve of Teachers College, Columbia University, New York, Editor-in-Chief; Dr. Vera Sanford, of the State Normal School, Oneonta, N.Y.; and W. S. Schlauch of Hasbrouck Heights, N.J.

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## SCHOOL NEWS DIGEST

*(Continued from page 174)*

**BI-RACIAL FACULTY:** A Negro professor of biology, Madeline Clark Foreman, has been appointed to the faculty of William Penn College, of Oskaloosa, Ia., reports *School and Society*. Cecil E. Hinshaw, president of the college, states that the appointment is "an experiment in a bi-racial faculty". The college has never barred Negro students.

**ANNIVERSARY:** *Scholastic Magazine* celebrated its 25th publishing anniversary in a special anniversary issue for October 22. The issue highlighted the major developments of the past 25 years in literature, domestic and foreign affairs, science, aviation, sports, radio, and movies. *Scholastic* was founded in 1920 by its present publisher, M. R. Robinson, as a magazine serving the pupils in Western Pennsylvania high schools. In 1922 it became a national magazine, and in 1936 began weekly publication. Two companion classroom magazines are *Junior Scholastic* and *World Week*.

**TRAINING AIDS:** *The Use of Training Aids in the Armed Services*, Bulletin 1945, No. 9, has been

issued by the U. S. Office of Education to explain to school people those features of the training programs of the Army and the Navy that may prove valuable for civilian educational purposes. This 10-cent bulletin may be bought from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C.

**SCIENCE TALENT:** The fifth annual Science Talent Search among America's million high-school seniors to discover the 40 pupils with the greatest scientific potential opened this fall. Entrants will compete for \$11,000 in science scholarships of Westinghouse Electric Corporation.

**ARMY EDUCATION:** In the European Theater, service men are pouring into GI universities and vocational schools, civilian trade schools and colleges, and schools established within units and divisions, reports the Army. More than 300 different courses and approximately 4,000,000 textbooks eventually will reach 1,500,000 troops. Many service men are busy on correspondence and self-teaching courses of the United States Armed Forces Institute. Staff schools opened a year ago to train the first 11,000 instructors and administrators for the program, and prominent educators from the U. S. have gone overseas to staff the GI universities.

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